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ABSTRACT

This unit, designed for use with high school and community college students, uses primary materials, literature, and interactive lesson plans to present the city of Berlin (Germany) as a case study of some of the 20th century's most significant events. In lesson 1, students take a pre-test, view a video about the Berlin Wall, and discuss the kinds of conflict that impacted the city. In lesson 2, students interpret the materials contained in a time-capsule handout, focusing on the relationships among economics, culture, and politics in metropolitan Berlin. In lesson 3, students read documents representing U.S. and Soviet positions on the joint occupation of Germany and Berlin. Lesson 4 has students use information on resource cards to answer game questions the division of Germany into two separate states and about differences between the "two Germanys"--the Federal Republic of Germany in the West and the German Democratic Republic in the east (the Soviet zone). In lesson 5, students study materials on the exodus of East Germans to West Germany. These materials are designed to help students consider how the governments responded to the immigration and to understand the dilemmas faced by the East German refugees. Lesson 6 has students perform a "readers' theater" on the construction of the Berlin Wall in 1961. (Readers' Theater is a dramatization technique that includes performance and reading aloud, and is used to bring a text to life). In lesson 7, students apply what they learned from Readers' Theater, 1961 to Readers' theater, 1989-1990 using a series of handouts that allow them to create their own readers' theater for the events that occurred in 1989 (the year of the fall of the Berlin Wall) and 1990 (the year of the reunification of Germany). A 55-item bibliography is included in an appendix. (DB)

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When Iron Crumbles
Berlin and the Wall

A social studies unit
recommended for grades 9-12
and community college

Developed by Adrian Chan

and the staff of the
Soviet Union and Eastern Europe Project
and the Western Europe Project

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Table of Contents

Unit Introduction

Introduction 3
Goals and Objectives 3
Materials 4
About Journal Assignments 4
About US Foreign Policy and Themes 4
About Readers' Theatre 5
Suggested Sequence of Activities 6

Lesson One

Lesson Plan: And the Wall Came Down 9
Handout 1A: *Europe* 16
Overhead 1A: *Europe: Answer Key* 17
Overhead 1B: *Communism in Decline* 18
Overhead 1C: *Germany in Europe* 19
Handout 1B: *Berlin on Film* 20
Handout 1C: *Glossary* 23

Lesson Two

Lesson Plan: Berlin, 1920s: European Metropolis 25
Overhead 2A: *Berlin in the Golden Twenties* 29
Handout 2A: *Time Capsule: The Golden Twenties* 30
Handout 2B: *Time Capsule: Politics* 32
Handout 2C: *Time Capsule: Expressionism* 34
Handout 2D: *Time Capsule: Poverty and Inflation* 36
Handout 2E: *Greater Germany* 38
Handout 2F: *Degenerate Art* 39

Lesson Three

Lesson Plan: Blockade! 41
Handout 3A: *Occupied Germany* 46
Handout 3B: *The Four Powers* 47
Handout 3C: *Currency Reform* 48
Handout 3D: *The Berlin Blockade* 49
Handout 3E: *The Berlin Airlift* 50
Handout 3F: *Headlines* 51
Overhead 3A: *Headlines* 52

Lesson Four

Lesson Plan: Divided Homeland, Divided City 53
Handout 4A: *Two Germanys* 57
Handout 4B: *Game Questions* 59
Handout 4C: *Resource Cards* 60
Overhead 4A: *The Game* 64

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Lesson Five

Lesson Plan: Exodus 65
Handout 5A: *Exodus* 72
Handout 5B: *The Two Germanys* 73
Handout 5C: *FRG: Resource Strips* 74
Handout 5D: *GDR: Resource Strips* 75
Handout 5E: *Interviewee 1: Lukas* 76
Handout 5F: *Interviewee 2: Heiner* 77
Handout 5G: *Interviewee 3: Ingrid* 78
Handout 5H: *Interviewers* 79

Lesson Six

Lesson Plan: The Wall, 1961 81
Handout 6A: *Readers' Theatre, 1961* 92
Handout 6B: *The Wall Jumper: Selections* 100

Lesson Seven

Lesson Plan: The Fall of the Wall: 1989 105
Handout 7A: *Chronology: 1989-1990* 110
Handout 7B: *Group One* 111
Handout 7C: *Group Two* 112
Handout 7D: *Group Three* 113
Handout 7E: *Group Four* 114
Handout 7F: *Group Five* 115
Handout 7G: *Group Six* 116
Handout 7H: *Group Seven* 117
Handout 7I: *Group Eight* 118
Handout 7J: *Group Nine* 119
Handout 7K: *Unification* 120

Appendices

Reference 1 121
Reference 1 123
Reference 2 125
Reference 3 126
Appendix 1 127
Appendix 2 134

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Unit Introduction

Introduction

When Iron Crumbles: Berlin and the Wall combines the use of primary source materials, literature, and engaging interactive lesson plans to present Berlin as a case study in some of this century's most significant events. Berlin tells a story of freedom and confinement, of conflict and resolution. For 28 years it was a city divided between the two competing social systems that gave the world the Cold War. Its experiences translate the impact of this political, social, economic, and ideological rivalry into human terms, and its past can serve as a vehicle to teaching about thees critical themes and issues. West Berlin author Peter Schneider's observation about Germans was not far from the mark when he said that "It will take longer to tear down the wall in our heads than any wrecking company will need for the wall we can see." This was before the government of the GDR realized that it would have to tear down the Wall in order to keep East Germans at home—precisely the reason the Wall had been raised in the first place. In this unit we have attempted to draw some of those lessons from Berlin and tell a tale of two cities that are now once again one.

The teaching strategies and materials used here were chosen not only for their historical importance, but also for their ability to communicate larger themes. For example, frank letters exchanged between the US and the Soviet Union over the currency reform express the distrust and disagreement characteristic of the early Cold War. Interviews and character role plays on the East German exodus which lasted from 1949 to 1961 touch on some of the highly personal decisions faced by refugees. Readers' theatres on Berlin in 1961 and 1989 - 1990 use dramatization to engage students in two pivotal periods of Berlin's post-war history. We hope that you will enjoy these and other activities contained here, and that you will take a look at other SPICE units for similar lessons.

Each of the unit's lessons can be integrated into your curriculum where it best suits your needs. Alternately, you may wish to teach the entire unit as a whole. The remainder of this introduction will give you an idea of how the unit has been designed.

Goals and Objectives

In this curriculum unit, students will

- appreciate the significance of the fall of the Berlin Wall and German unification in the context of 20th century history.
- study the relationship between culture, politics, and economics in the Berlin of the "Golden Twenties."
- discuss the relationship between Hitler's manipulation of social, political, and economic conditions in Germany after World War I.
- become familiar with differences in US and Soviet interests in Berlin.

- use the two Germanys as examples of some fundamental differences between Western and Eastern Europe.
- consider the causes of the massive exodus of East Germans to West Germany.
- develop writing skills.
- develop group participation skills.
- learn how to use a variety of primary source materials.
- develop mapping skills.
- perform a readers' theatre and work in small groups to create their own.

Materials

A number of handouts has been provided with each lesson to give students a range of different perspectives. The list of materials on the first page of each lesson plan states how many copies of each handout are required, and how they should be distributed. When a handout on the materials list is followed by "see procedures" in parentheses, check the lesson plan to count the exact number you will have to photocopy. Overheads must be photocopied onto transparencies; you can do this with most photocopying machines.

About Journal Assignments

Each lesson ends with a journal activity that serves to debrief a theme brought up in the activities. This form of debriefing allows students to reflect on what they have learned and to consider what they think is most important. The suggested journal questions focus on these themes.

Journal writing may or may not already be one of your teaching practices. As a means of evaluating what your students have learned, journals can offer you many insights. Reading them throughout the course of the unit will help you follow students' progress, and to the student, journals are more engaging than standard quizzes or multiple choice tests. Before assigning journal entries, you will need to establish a grading policy. This might be any of the following: grading one or two entries, grading entries unannounced, or grading entries chosen by the students. You will also need to specify the length and format you would like them to follow in their journal entries. The journal assignments which conclude each lesson plan are the only form of homework used in this unit.

About US Foreign Policy and Themes

Notes to the teacher have been added at the end of each lesson to elaborate issues relevant to "US foreign policy" and to suggest "themes" that connect Berlin to world history. The rationale for these notes, which follow the lesson plans, is to provide the teacher with a variety of means by which to integrate the unit into world and US history courses. The foreign policy ideas and world history themes we suggest are broad in scope so that their application to other historical time periods and important social studies concepts is readily apparent. If you are not teaching this unit in the United States, you will probably prefer to discuss your own country's foreign policy concerns, in which case most of the questions

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should still be useful. Sample policies and themes are: managing international conflict (e.g. the Berlin blockade and airlift) and government policies towards immigration (e.g. the East German exodus). Provided with each US foreign policy question are suggested answers.

About Readers' Theatre

Readers' theatre is a dramatization technique used to bring a text—or texts—to life. A hybrid of performance and reading aloud, readers' theatre assigns roles to students based on the characters in the text. Those who do not have a part observe from the audience. The goal of readers' theatre is not to act out a script, but to engage students in the text through the roles, dilemmas, choices, and decisions faced by each particular character. The performance itself does not have to involve props and staging, though either of these can enhance the dramatic effect of the reading.

Though practice will ultimately point out what works best according to your own teaching environment, there are several pointers you should keep in mind when using any readers' theatre in the classroom. Familiarize yourself with these before beginning:

- Each student needs his/her own copy of the entire script, which should be stapled in the left-hand corner for ease of use. Students hold their scripts in front of them as they would hold a song book while singing.

- Resist rewording the original. Choose texts that are relatively easy to read aloud without any meddling and editing. Readers' theatre gives you the opportunity to use primary source reading material; respect the author's own words when possible.

- You *are* encouraged to divide up the text according to its characters, and to insert imaginary narrators where helpful. (The part of narrator should be applied to the parts of the text that describe the scene. They are often written in the third person.)

- You have the choice of dividing the class into groups and giving each the opportunity to create and perform the text, or assigning roles and staging only one performance. With short texts (texts of less than 5-10 minutes are recommended), you can divide the class into groups and allow each the necessary time to prepare and perform the text. You will be delighted by the differences in interpretations; these alone will be fruit for discussion.

- Situate the student-readers, if you want, in such a manner as to encourage interaction between them. Confrontations, conflicts, and other dramatic parts of the text will work better if the students reading the parts address each other or interact with each other in some way. *Encourage students to be creative.*

- Students in the audience—those without assigned parts—will also need a copy of the script. However, and this is important, the performance will be more successful if everyone already has read the text. In this way the audience pays particular attention to the performance. It is important that the audience understand its task so as not to distract the performers. When you are finished, the audience can help discuss and debrief the readers' theatre. Students in the audience are bound to surprise the student-readers with some of their (mis)interpretations and impressions!

- When debriefing the readers' theatre, try to keep students in character. As long as students pretend to be the characters they played in the text, they will have different answers to your questions. The ones we have provided with the readers' theatre in Lesson Six should serve as starters.

- You can make your own readers' theatre out of any text that can be spoken, but the best ones will be those containing multiple voices and accents, narrative tension (e.g. suspense, conflict, resolution), and even action. Use more than one text if you wish. Many newspaper stories (e.g. current events) can be spliced together with editorials, interviews, etc., to make an interesting and educational readers' theatre.

Suggested Sequence of Activities

Lesson One

After taking a pre-test (optional), students view a video about the Berlin Wall and discuss the kinds of conflicts that impacted the city. A video quiz that follows the video reviews some of the main points. They may then sort photographs into chronological order and discuss the conflict portrayed in one of them. A discussion of German unification using graphs and a brief mapping activity have also been provided. *Strategies*: small group work; mapping skills; class discussion.

Lesson Two

Students interpret the materials contained in a time capsule handout, focusing on the relationships between economics, culture, and politics in metropolitan Berlin. They then use documents and a map to define the territories considered part of Germany by the Nazi Party. *Strategies*: small group work; mapping skills; class discussion.

Lesson Three

Students read documents representing US and Soviet positions on the joint occupation of Germany and Berlin. They then place newspaper headlines in chronological order and briefly explain each event. *Strategies*: small group work and group jigsaw; class discussion.

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Lesson Four

Students use information on resource cards to answer game questions about the differences between the two Germanys. *Strategies*: team work; cooperative competition.

Lesson Five

In this two-day lesson, students study materials on the exodus of East Germans to West Germany and consider how governments responded to immigration. On the second day they interview three fictional East Germans and write brief reports based on the interview. *Strategies*: small groups; writing; interviews and role play.

Lesson Six

In this lesson, students perform a readers' theatre on the construction of the Berlin Wall in 1961. Debriefing questions help the class to discuss the experience and what they learned from it. On an optional second day, students do creative writing activities based on selections from Peter Schneider's *The Wall Jumper*. *Strategies*: readers' theatre; discussion; writing; performance.

Lesson Seven

Students apply what they learned from *Readers' Theatre, 1961* to *Readers' Theatre, 1989-1990,* a series of handouts that allow them to create their own reader's theatre for the events that occurred in 1989 and 1990. An optional cartoon analysis helps students reflect on German unification. *Strategies*: readers' theatre; discussion.

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Lesson One — And the Wall Came Down

Introduction

Organizing Question: *What is the significance of German unification, and how is Berlin related to it?*

The events in Europe that began in the Fall of 1989 brought a memorable end to more than the Berlin Wall. In this lesson, students examine the impact the Wall's fall and Germany's unification had on the Cold War division of Europe. A video and pre-test (optional) introduces the conflicts that have shaped Berlin. Students in groups then order and discuss six historical photos. For time remaining or for a second day, mapping exercises establish Germany in an all-European context, introducing students to some of the implications the opening of the Wall and German unification have for Europe. An overhead of graphs provides them with some of the information they may need to discuss these issues. The unit's first journal assignment focuses on one of the photographs.

Objectives

The objectives of this lesson are

- to view a video on the history of the Wall (optional)
- to develop the historical significance of November 1989 for Berlin and the two Germanys
- to present the impact of German unification on Europe, Eastern and Western
- to use graphs to set Germany in the context of Europe
- to map Europe's division after the Second World War, and provide basic mapping skills

Materials

- Video containing *Berlin be Happy*, 20 minutes, and video quiz, 15-20 minutes (optional)
- Handout 1A, *Europe*, per student
- Overhead 1A, *Europe: Answer Key*
- Overhead 1B, *Communism in Decline*
- Overhead 2C, *Germany in Europe*
- Handout 1B, *Berlin on Film*, per group
- Handout 1C, *Glossary*, per student

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Procedures

Pre-test: 10-15 minutes

1. An optional pre-test with True/False and short-answer questions has been provided at the end of the unit as Reference 1, *Pre-test*. You may wish to use it at the beginning or end (or both) of this unit to determine what your students understand about Berlin and German unification.

Video: Berlin, be Happy: 40 minutes

Explain to students that the city of Berlin has been at the center of several international conflicts. World War II and the Berlin blockade are two that were not shown video. Some conflicts, such as the drain of East Germans from the GDR, deeply affected relations between families (interpersonal conflicts) and created tensions between citizens and the government (state-citizen conflicts). Scenes in the video of Berliners leaving for the West, of families divided between East and West, and of East Germans protesting against their government, show how conflict pervaded life in Berlin.

1. Show *Berlin, be Happy*. Before beginning the video quiz, briefly discuss what you saw in the video. Ask students to name some of the conflicts they saw in the video, and write these on the board. Your list might include the following:

Conflicts

- German-German
- East-West
- US-Soviet
- capitalist-communist
- inter-personal
- state-citizen

2. When you have named some conflicts, show the video quiz (four questions which follow *Berlin, be Happy*). You will see four excerpts from the video followed by an open-ended question. Students are not expected to have complete answers to these questions, but to use the video excerpts as a starting point for discussion. The question will remain on the screen for three minutes before the next excerpt begins (each is an average of one minute in length).

   Some possible answers to the video questions have been provided below in order to draw some connections to the discussion of conflict.

Video Quiz

- Why did many East Germans leave the GDR? What problems might this have created for the two Germanys? *(Prior to 1961, many people simply left the GDR out of frustration with the socialist government. Their departure was a severe economic drain on East Germany, and an eventual reason for the construction of the Wall. You may discuss Ulbricht's*

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explanation that the Wall served as a protective barrier against Western imperialism. You can also discuss the exodus as an example of a conflict between the state and its citizens. In 1989, when departures were again possible as a result of Hungary's open border with Austria, many East Germans demonstrated to demand radical political changes. The government was forced to open the Wall to keep people from leaving.)

- Did Germany's division cause Germans to become different from each other? *(East and West Germans lived under two very different political, economic, and social systems. Though many East Germans did become members of their communist party, most preferred not to be associated with official politics. By 1990, when they chose to join West Germany in unification, the differences between the two social systems were visible in the people themselves. These differences became conflicts in some situations in which East and West Germans did not agree on their interests.)*

- What were some human costs of the Berlin Wall? *(The Berlin Wall separated many families and relatives, and this division caused conflicts between people that were difficult to resolve. There was no way of bridging the gulf created by the Wall. For those who tried, it sometimes meant death.)*

- Why did the Berlin Wall finally come down? *(In the Fall of 1989, East Germans began to leave for West Germany through Hungary, which had just opened its border to Austria. The exodus once again created a lot of anxiety among the majority of East Germans who remained. This time, however, they began protesting in large numbers in support of reforms—such as those which were already underway in the Soviet Union. The government was forced to give in, and after several radical shake-ups that cost Honecker his position as leader, the border was finally declared open on November 9, 1989.)*

3. After the video quiz, students should have some understanding of how conflicts have defined Berlin. Conclude this discussion of conflict with the following questions about the video:

Questions

- Which conflicts seemed to be the most important: those between people or those between nations? *(Students might answer that the division of Germany was the most significant conflict. Some might say that it was the conflicts that divided families and friends. Make sure that students see that these are two different kinds of conflict.)*

- What was at stake in each of the conflicts? *(Students should understand that the Wall seemed to solidify Germany's*

division. Unity of both the country and the people who were its citizens was at stake. Students may already know that Berlin was a city caught in the Cold War struggle between East and West, in which the stakes were even higher.)

- What were the outcomes of these conflicts? *(Both the erection and the fall of the Berlin Wall were outcomes of the same conflict between East and West, and between East Germans and their state. Students should understand that one outcome of the conflict between East Germans and the communist government was the protest and reform movement which finally toppled communist from power.)*

You might close this discussion by briefly placing Berlin in the context of your country's 20th century history. Discuss the importance some of the above issues had for your country's foreign policy.

Photo Sort: 15 minutes; groups of five

This activity may not be necessary if you have purchased and shown the video *Berlin, Be Happy!* The photo sort develops students' interpretive skills: each image portrays a significant moment in Berlin's past, leaving it to the students to place them in chronological order and decipher what is (or might be) happening in each. If you have shown the video, you might want to use the photos for the journal assignment only.

1. To conduct the activity, you will need to make photocopies of the photographs so that each group can have a full set.

Read Aloud
Each of these six photographs shows Berlin between the years 1925 and 1989. Most of the photographs correspond to one of the important events that we will be covering in this unit. Try to organize the photographs into the correct chronological order, and guess what might be happening in each.

Tell students that they are to share and discuss the photos within their groups while trying to determine what they portray. Allow students a few minutes, and then ask for suggestions. The video may have helped identify some of the scenes.

Photos
1. *Berlin in the 1920s*: A bus nears a busy intersection; 2. *Berlin blockade 1948*: A US transport plane flies over young West Berliners as it delivers emergency supplies to the besieged city; 3. *East German Exodus 1950s*: East Germans stand in line as they wait to cross into West Berlin on their way to West Germany; 4. *The Berlin Wall, 1961*: Construction begins on the Berlin Wall, August 13; 5. *Berlin during the Wall 1961-1989*: East and West Berlin relatives catch a glimpse of each other after a wedding they could

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not all attend; 6. *Berlin 1989*: A crowd makes history at the Brandenburg Gate, which had been closed by the Wall and is now again open to traffic.

2. Assign each group *one* of the photographs (skip Berlin the 1920s), and ask students to discuss within their groups how they think the photo shows the impact of conflict on people's lives. When students have reached some conclusions, discuss them with the class. Make sure your students understand what has caused these conflicts. Today's journal activity (at the end of the lesson plan) is also based on the photo sort.

3. Distribute one copy of Handouts 1C, *Glossary*, to each student. Students will need to bring this handout to class each day of the unit.

4. If there is time at the end of class, discuss with students how their country reacted to the fall of the Wall. Was it a welcome event, or did it create anxiety?

Mapping: 20 minutes

For this activity you will need an overhead projector and transparencies of Handout 1A, *Europe*, and Overheads 1A to 1C. If you have shown the video, you will need a second day for this activity.

1. Distribute one copy of Handout 1A, *Europe*, to each student.

   Display the transparency of Handout 1A, *Europe* and help students to label the following countries on their own copies of the map. Use Overhead 1A, *Europe: Answer Key*.

   - former West Germany (Federal Republic of Germany)
   - former East Germany (German Democratic Republic)
   - Czechoslovakia
   - Hungary
   - France
   - Italy
   - Spain
   - Portugal
   - Poland
   - Albania
   - Romania
   - Soviet Union
   - Austria
   - Great Britain
   - Switzerland
   - Yugoslavia

   Use erasable markers or grease pencils to show the following:

   Questions
   - Which of these countries are in Eastern Europe; in Western Europe? *(See Overhead 1B.)*
   - Which of these countries were in NATO or the Warsaw Pact? *(See Glossary for answers.)*

- Which of these countries are in the European Community? *(EC: Belgium, Denmark, France, Greece, Italy, Ireland, Luxembourg, the Netherlands, Portugal, Spain, the United Kingdom, and West Germany.)*
- Can students point to some Eastern European countries in which there have been drastic political, economic, military and social changes since 1989? Briefly discuss what has happened. *(All of the Eastern European countries, known formerly as the "Eastern bloc," experienced change following the fall of the Berlin Wall.)*
- Point out that Berlin was 120 miles within East Germany. Which is closer to Berlin: Warsaw or Bonn? Prague or Paris?
- Is Berlin in Eastern or Western Europe? Why?
- Mention that Berlin has again become the capital of Germany (formerly Bonn). Why might this bring Germany closer to Eastern Europe?

2. Ask students to shade in unified Germany. Display Overhead 1B, *Communism in Decline.* Ask the following open-ended questions:

Questions

- What impact might changes in Eastern Europe have on the division of Europe? *(The democratization of Eastern Europe and its transition to a free market economy have shaken some of the distrust and rivalry that characterized East-West relations during the Cold War. Some see this as an opportunity to end Europe's division.)*
- What political, economic, and social changes did Eastern Europeans seek in 1990? *(Democracy, free market, individual freedoms, political independence.)*
- How are changes in Eastern Europe likely to affect the future of all of Europe? *(Western European governments will be requested to aid Eastern Europe in making a transition to democracy and in converting to free market economies.)*
- What part has the Soviet Union played in the new Eastern Europe? *(Soviet President Mikhail Gorbachev was the first Soviet leader to encourage Eastern European countries to conduct their affairs separately of the Soviet Union. The revolutions which took place in Eastern Europe then surpassed the reforms he was undertaking in the Soviet Union.)*
- Why did the Soviet Union have a lot at stake in Eastern Europe? *(Sweeping reforms in Eastern Europe could spark demands for more radical changes in the Soviet Union, where the communist party still had political authority in 1991.)*

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Germany in Europe: 15 minutes

1. Display Overhead 1C, *Germany in Europe,* and ask the following questions:

Questions

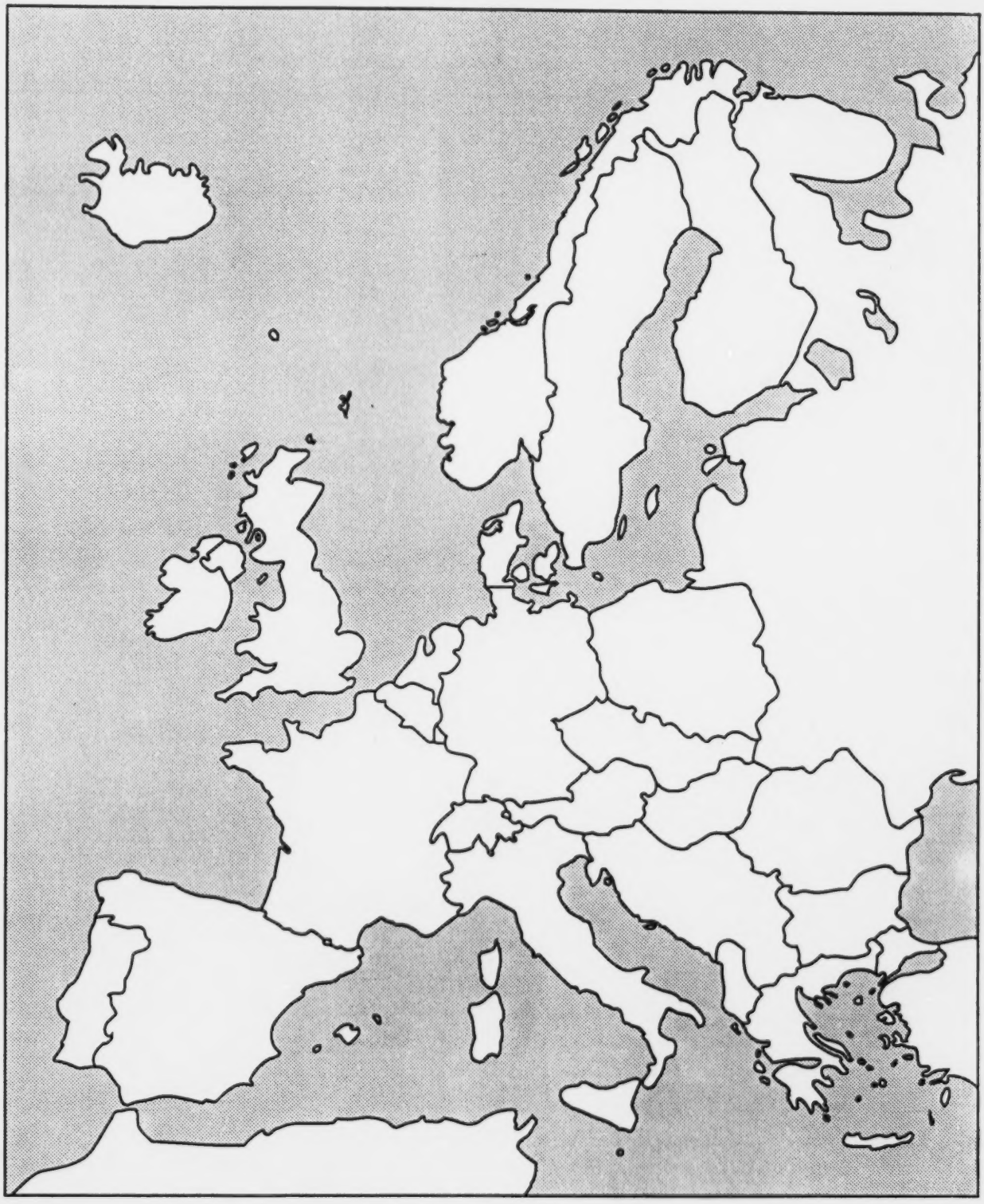
- Which of these European countries has the highest population density? *(Germany.)* Which has the smallest? *(France.)*
- Why is Germany considered a rich nation? What are some German products sold in your country? *(Germany has historically been a strong exporting nation, and it has many natural resources and a skilled labor force. Cars and advanced technology are among the goods exported by Germany.)*
- Why might some European countries have expressed concern about German unification? *(The expectation that Germany would dominate the European economy and exercise its power in the European Community worried some. Few countries fear German military power, which is subordinated to NATO.)*
- What did Western European countries have to gain from German unification? *(A stronger European economy.)*
- What did Eastern European countries have to gain from unification? *(Increased German investment in Eastern Europe. Many Eastern Europeans have also moved to Germany, hoping to find work and support in the strong economy.)*
- What kinds of costs are being incurred by Germany for unification? Why is unification expensive? What are some of the highest expenses and why? *(East Germany's infrastructure did not improve significantly after the war. West Germany is investing large sums in the modernization of the East's transportation and communication systems, for example. In some cases, entire systems must be replaced.)*
- What kinds of problems might these costs create in West Germany? *(In 1991, a growing number of West Germans felt that it was unfair that they should have to pay for the inefficiency of the GDR's former government. Much of the expense felt by the government was due to unemployment compensation payments made to former East Germans.)*

Journal

Note: Some suggestions for how to use the journal writing assignments have been provided in the Unit Introduction.

1. Today's journal entry encourages students to place themselves in history and imagine the perspectives of the people who were there to experience it. Assign students to write a journal entry as if they were one of the people in a photograph (Handout 1B, *Berlin on Film*). In their entries they should explain their feelings about what is happening in the photograph. In particular, students should try to say something about the conflict (or resolution) they find themselves in.

Europe



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Europe: Answer Key

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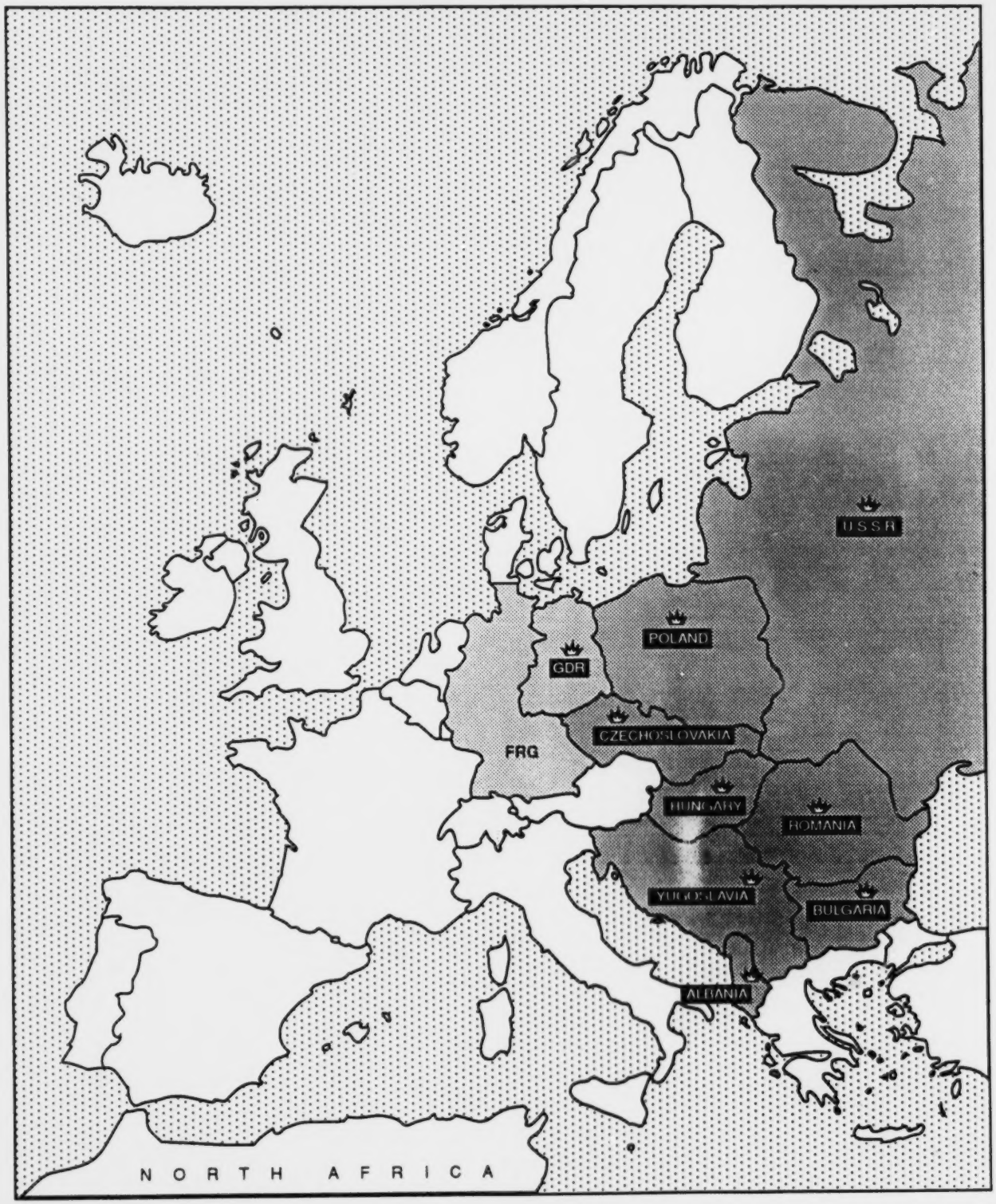
Overhead 1B

Communism in Decline



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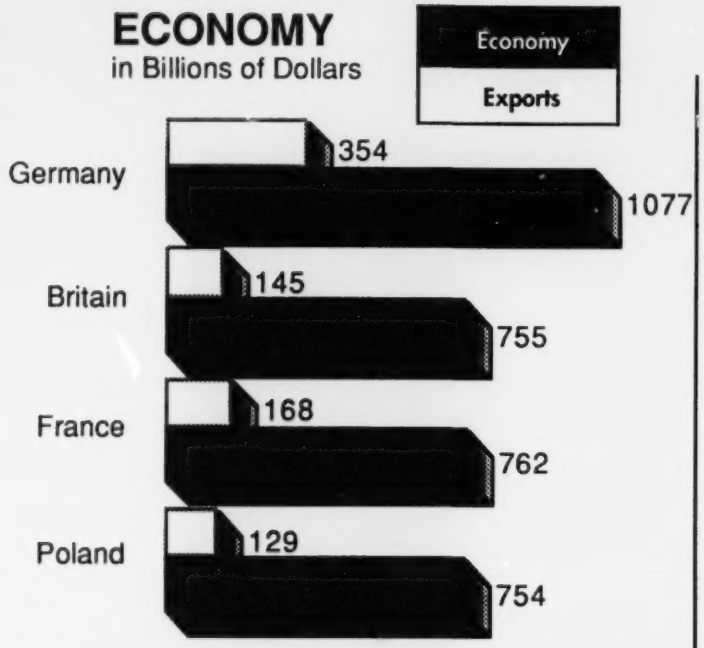
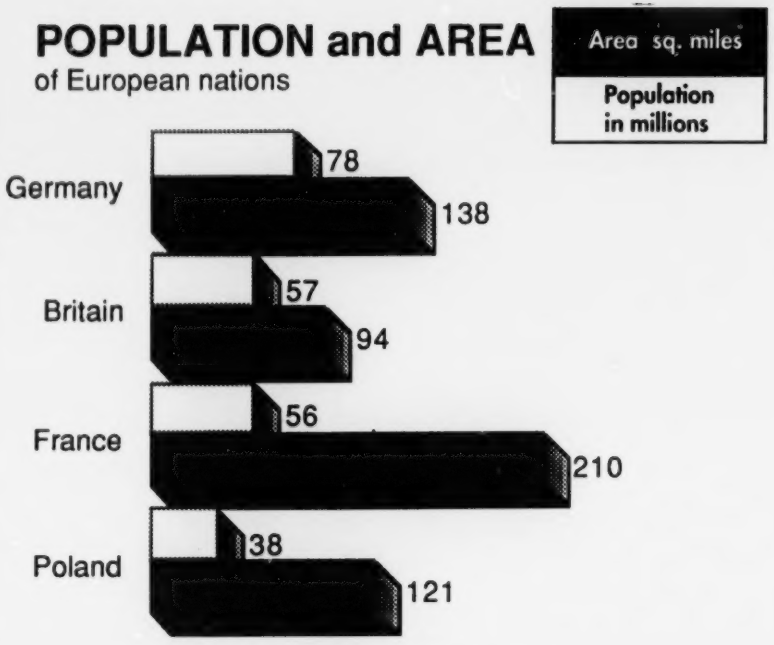
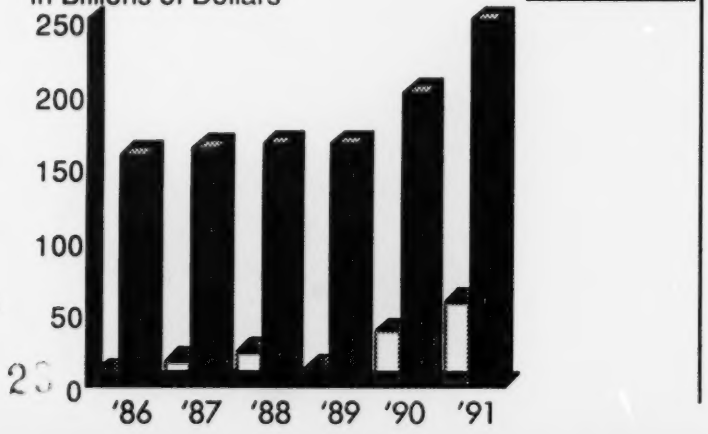
ECONOMY
in Billions of Dollars



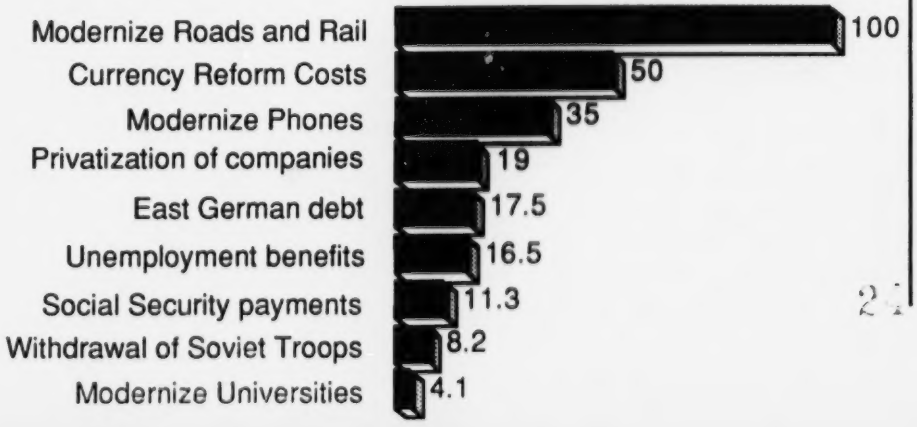
POPULATION and AREA
of European nations



GERMAN BUDGET and DEFICIT
in Billions of Dollars



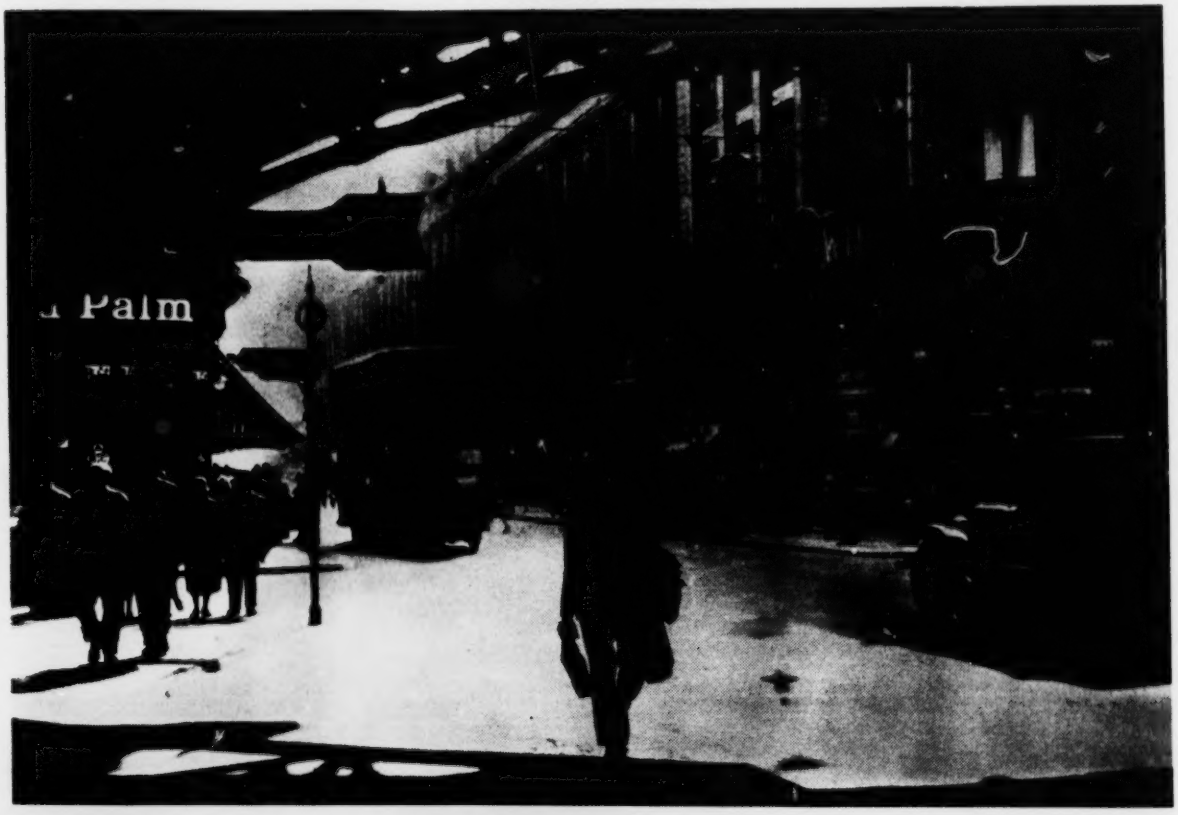
COSTS OF UNIFICATION
in Billions of Dollars



Germany in Europe

Overhead 1C

Berlin on Film



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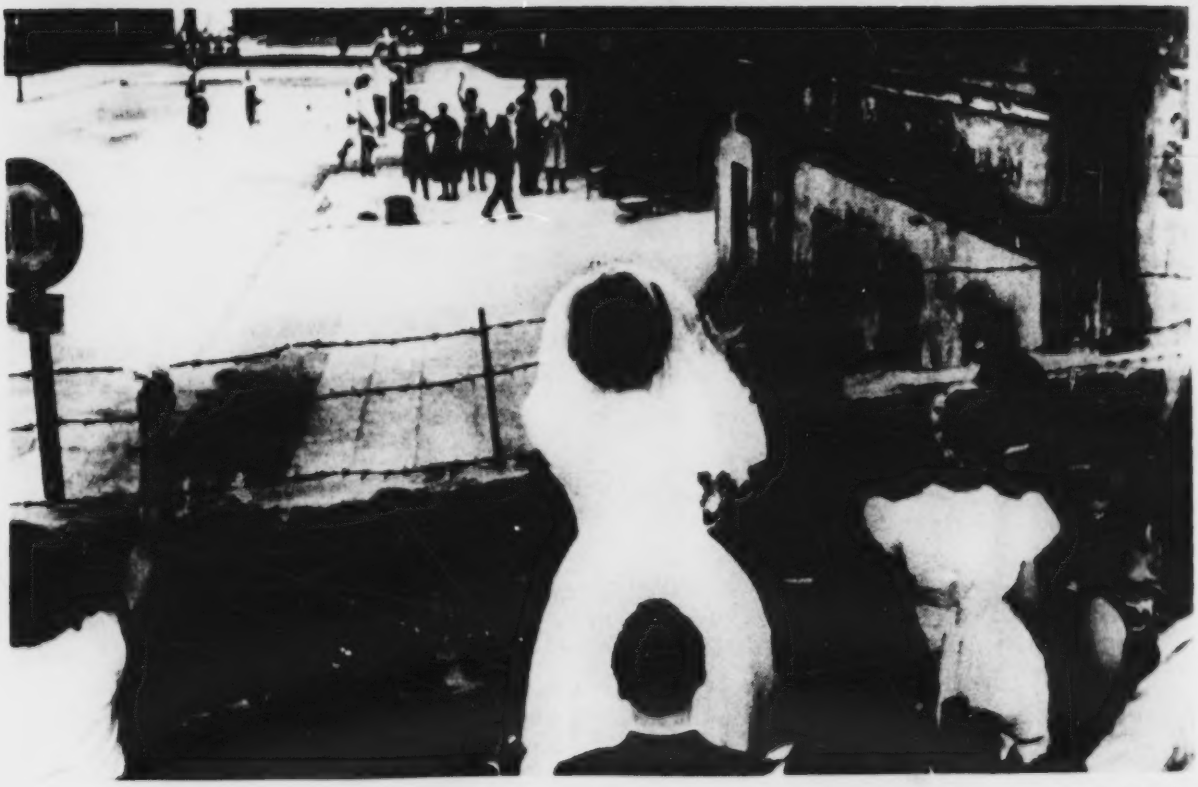

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Glossary

alliance A formal agreement between nations to support, and in the case of military alliances, defend each other. NATO and the Warsaw Pact are both military alliances.

border-crosser Before the construction of the Berlin Wall, 12,000 West Berliners worked in the East and 50,000 East Berliners worked in the West. East Berlin border-crossers benefited from being partially paid in western currency.

Chancellor The West German head of state.

Communism A social theory or stage in economic development in which capitalism is supposedly replaced by communal ownership of factories, industries, etc., and in which there is no governing "state," but the distribution of responsibilities among citizens. Communist governments have been unable to successfully put the theory into practice. (see also **Marxism**) Socialism is an economic philosophy aiming at greater equality through national ownership of the means of production and the distribution of wealth.

democratization The process of establishing a multi-party democracy; in Eastern Europe, ending the monopoly of the communist party and permitting direct elections.

Eastern bloc The nations of Eastern Europe—Poland, Bulgaria, Hungary, Romania, and East Germany—which were part of the Warsaw Pact and which remained under Soviet political influence after the Second World War.

Four-Power status The political and legal status of those territories in Germany which were put under the control of the four allied powers—the United States, Soviet Union, Great Britain, and France—after World War II. The Federal Republic and the German Democratic Republic were both granted **sovereignty** in 1954. Berlin's four power status ended in 1990, with German unification.

Gorbachev, Mikhail The leader of the Soviet Union since 1985, responsible for the radical political and economic reforms in the Soviet Union known as glasnost and perestroika, and credited with helping to end the Cold War and permit radical changes in Eastern Europe.

glasnost Russian for "openness," and first coined by Gorbachev in 1986, glasnost refers to the need of the Soviet government and society to be frank and open in the press, and tolerant of criticism and civil opposition.

imperialism The policy or practice of extending a nation's power and domain by direct territorial acquisitions, or by gaining indirect control over the political and economic life of other areas. According to communism, imperialism is characteristic of capitalist countries.

Kristallnacht The most ruthless and brutal atrocity committed by the Nazi Party against German Jews before World War II. On the night of November 9, 1938, 976 Jewish shops and homes were completely destroyed and 119 Jewish synagogues set on fire. 20,000 Jews were arrested.

Marshall Plan On June 5, 1947, American Secretary of State George Marshall announced his emergency relief plan for the economic reconstruction and political stabilization of Europe. The Soviet Union and Eastern Europe objected to and turned down the offer.

marxism An economic and social theory conceived of by Karl Marx in the mid-1800s and practiced in a different form by communist countries (see **communism**).

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militarism A policy of aggressive military preparedness. According to the Marxist viewpoint of the East German leadership, militarism and imperialism went hand in hand with capitalism.

NATO The North Atlantic Treaty Organization is a military **alliance** comprising: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom, the United States, Greece, Spain, Turkey, and the Federal Republic of Germany (which became a member in 1955). It was created in April 1949 to defend Western Europe against potential Soviet aggression after World War II.

perestroika The process of radical economic reform begun by communist party leader Mikhail Gorbachev in the Soviet Union in 1986. Russian for "restructuring," perestroika means shifting the Soviet economy away from centralized planning as the means of determining production, prices and wages and towards a market economy.

propaganda A form of ideology aimed at convincing others of something. A term often used to describe official statements made by communist governments and leaders.

Premier The political leader of the GDR. The premier of the country was also the General Secretary, or head, of the Socialist Unity Party.

Reich German for "empire." When Adolf Hitler became Chancellor of Germany in 1933, he ended the Weimar Republic and established the Third Reich with the intent of creating a Greater Germany.

self-determination The ability of a people to determine its leadership and government, free of any outside control or influence.

sovereignty Freedom from external control; political autonomy. Both Germanys, formed in 1949, were granted sovereignty in 1955. Until 1975, many western countries refused to recognize the GDR as a sovereign German state.

STASI The secret police in East Germany, hated and feared by the population for their practice of observing people's public and private lives. The STASI were to inform on those suspected of opposition to the government.

Treaty of Versailles The treaty signed by Austria, Germany, France, Great Britain, Italy, and the US in 1919, officially ending World War I. It placed enormous burdens on the defeated Germany in the form of costly war reparations and the demand that Germany accept sole responsibility for the war.

Warsaw Pact A military **alliance** between Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and the Soviet Union created in May, 1955, and dissolved in 1991.

Weimar Republic Germany's first truly democratic state was established when its constitution was written in the city of Weimar in February, 1919. In its stormy, 14-year history, which ended with the election of Adolf Hitler as Chancellor in 1933, the republic was known for its large number of fractious political parties, its 14 different heads of government and its two devastating economic depressions.

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Lesson Two

Berlin, 1920s: European Metropolis

Introduction

Organizing Question: *What made Berlin a European cultural metropolis, and how was the city representative of Germany's political vulnerability in the 1920s?*

This lesson sets the historical context in which Berlin was a thriving European metropolis perched dangerously at the end of World War II on the verge of economic and social collapse. Students spend the class period in groups on fragments of a time capsule containing images, quotes, political announcements, and other historical resources. In an optional activity, they use maps to look at the Nazi vision for a united German Fatherland and a "Greater Germany." Finally, they address the relationship between the chaotic golden twenties and Hitler's political success. The journal assignment is based on a passage from one of Hitler's speeches about German art and in responses from some of Germany's most famous intellectuals.

Objectives

The objectives of this lesson are

- to present students with a picture of 1920s Berlin as a bustling metropolis and a leading European city of culture
- to help students gain a sense of Berlin's character through the use of a time capsule
- to open discussion of the Nazi Party's idea of a "Greater Germany," its territory and art
- to map the territory considered by the Nazi Party as the German Fatherland, and further develop mapping skills (optional)
- to introduce students to the use of primary sources, literature, statistics, and images

Materials

- Handouts 2A-D, *Time Capsules,* (see procedures)
- Handout 2E, *Greater Germany,* per student (optional)
- Handout 2F, *Degenerate Art,* per student
- Overhead 2A, *Vital Signs*

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Procedures

Introduction: 5 minutes

Once again a whole city, today's Berlin ranks high on the list of Europe's most interesting metropoles. The Berlin of the 1920s occupied a similar position. This lesson examines what underlay Berlin's fascinating success during the golden 20s, and what brought about the less-golden years that followed.

1. Begin today's lesson by displaying Overhead 2A, *Vital Signs*, and discussing the statistics on the overhead with your students. What do they tell you about Berlin in the 1920s?

   Questions
   - How do you think Berlin compared to other cities at this time?
   - What kinds of people might have been drawn to Berlin in the 1920s?
   - Are there any cities that now have the cultural status Berlin had during the golden twenties? Why or why not?

   Leave *Vital Signs* on the overhead projector for the following activity.

Time Capsule: 25 minutes; groups of four

Note: A chronology of the years 1918-1940 (containing dates of territorial acquisitions) has been provided in the appendix for your benefit (see Appendix, *Reference 2*). It is not necessary to use it as a handout, though you might use it to answer students' questions.

This time capsule activity shows students some of Berlin's many faces during the turbulent 1920s. Each capsule, or handout, introduces a group of four students to a variety of primary source materials, each on a specific topic. The diversity of the materials contained in each handout should enable students with different skills and talents to enjoy the activity.

Before distributing the handouts (2A to 2D), ask the class whether Nazism was strictly a German phenomenon or whether it could have happened anywhere. Explain that in the time capsules they are going to look at, students should find many reasons and possible causes for the rise of Nazism in the 1930s. These will have to do with the social, political, military, economic, and cultural situation that prevailed in Germany at the time. Whereas in yesterday's lesson we focused on conflict, in today's we will focus on social stability and instability. Many people think that there is a clear relation between social stability an the success of a democracy—the time capsules show how instability kept democracy from taking hold in Germany. You might use a current example such as the Soviet Union or a historical example such as the fall of the Roman empire, to emphasize your point.

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1. Divide the class into groups of four, and distribute Handouts 2A to 2D, *Time Capsule*, so that every student in each group has the same handout (e.g. students in the first group will have Handout 2A, *The Golden Twenties*, students in the second group will have Handout 2B, *Politics*, etc.). Read the following directions aloud:

   Read aloud
   You have part of a time capsule that contains artifacts of life in Berlin in the 1920s. Each of the written selections and images should provide you with clues about life in Berlin and Germany at that time. Read the handout individually and discuss it within your group. Try to find examples for the statement on the board.

   While students are reading the handouts, write this statement on the board:

   Write on the board
   "A society's politics and economics affect the character of a culture and may affect even relations between people."

2. When students have finished reading the handouts, allow them 10 minutes to find examples of the above statement. Encourage students to look for examples that demonstrate connections between daily life and the economic and political situation in Germany during the 1920s. Point out that what is important in the relationships between politics, economics, and society is their stability. When times are difficult, and the political system is in upheaval or the economy is depressed, people feel the impact. Political protest, massive unemployment, even racism and other forms of hatred can be viewed as symptoms of social instability.

3. Spend any time remaining today debriefing the time capsule with the class. What would students include in a time capsule for their own society?

OPTIONAL

"Greater Germany": 15-20 minutes; groups of four

During the late 1930s, Germany grew as Hitler occupied territory surrounding it. In explanations of these occupations, the Nazi party referred to the "Fatherland"—"Greater Germany"—as a unified territory of German-speaking peoples extending beyond the borders of Germany in the 1920s. In this activity, students read Nazi party speeches and use maps to identify the parts of Europe that Hitler and the Nazi Party claimed part of the German Fatherland.

This 15-20 minute activity will fit well into any lesson on Germany's role in World War II or the events leading up to it. The speeches help students understand the nature of Germany's territorial claims to

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surrounding countries. Students should know that the Germany Hitler sought to unite as one Fatherland was larger than modern (unified) Germany. This might explain some of the fears expressed in neighboring countries (particularly Poland) about the possibility of future German expansion.

1. With students in the same groups, distribute one copy of Handout 2E, *Greater Germany,* to each student. Go over the instructions on the handout with the class. Allow students 10 minutes for the mapping exercise. Indicate the areas by hand for answers. *(1. Germany; 2. Sudetenland; 3. Austria; 4. Alsace-Lorraine; 5. Saarland; 6. Rhineland,)*

2. The Nazi Party's rise to power was aided by the country's poor social, economic, and political conditions. Discuss the following question with the class:

   Question
   - How might Hitler have used the political, economic and social disorder that developed in Germany during the 1920s to gain political power?

Journal

1. Today's journal assignment uses a passage from a speech in which Hitler condemns expressionism and related artistic styles. Distribute one copy of Handout 2F, *Degenerate Art,* to each student. Explain to students that in the 1930s, the Nazi party ridiculed expressionist and other modern artists (as "degenerate") and tried to replace them with popular and artistically conservative figures. This passage shows why the Nazi party was opposed to modern art, and how some of Germany's intellectuals responded. Instructions for the assignment are contained in the handout.

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Berlin in the Golden Twenties: Vital Signs

With a population of 4 million it was the largest metropolitan area in Europe after London (6.5 million) and the largest industrial city on the European continent. Only 40% of those who lived there were native Berliners. Of Germany's Jewish population of 530,000, one third lived in Berlin, where they made an immense contribution to Berlin's culture.

Berlin . . .

- . . . was the heart of the turbulent democratic Weimar Republic, which lasted from 1919-1933 and had 14 different leaders. It was the center of all political activity.
- . . . manufactured 50% of all German electrical products and 86% of all German candy. In 1928 there were 3,150 banks in Berlin.
- . . . had 149 daily circulating newspapers in 1930. *Berlin Illustrated* was read all over the world.
- . . . was at the hub of central Europe, with 25 major train stations and two airports. Canals and rivers allowed the city to receive important resources from other parts of Europe.
- . . . was a legendary location for culture, with 317 movie houses and five major concert halls, 49 theaters, 166 varietes, and 11 cabarets. It easily rivalled London, New York, and Hollywood with its 15,000 stage and movie actors and 37 different film companies. German films were more popular in Europe than American films.
- . . . had 235,000 unemployed in 1923, and 636,000 unemployed in 1932.

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Time Capsule: The Golden Twenties

The decadent years of the "golden twenties" swept up Berlin in the mid-1920s, when the German economy was recovering from the political chaos and inflation which had plagued the city since the war's end. Streets suddenly teemed with people of all walks of life; it seemed as if all had taken to the cafes and cabarets for entertainment. "Bohemians," as those who frequented the cafes were known, crowded candle-lit tables, discussing art, philosophy, literature, or theatre to the swinging sounds of jazz. They feverishly practised American dances—and prostitution. For the first time in the country's history, people were free to publish, stage, compose and exhibit whatever they pleased. But the Weimar Republic was Germany's first experience in democracy, and the people of Berlin seemed blind to its politics and its instability. Many were uninterested in politics and proudly remembered the days of the emperor. The golden twenties ended almost as soon as they had begun, when depression struck around the world in 1929. When the Nazi Party came to power, it ridiculed the experimental age as "degenerate."

1. Berlin in 1923, by Leo Lania.

Prostitutes, pimps, "flying" peddlers. From raincoats to cocaine, from jewels to love—everything on hand, immediate delivery. Boys with painted cheeks and mascara, wearing tight-fitting jackets and pointed shoes; they looked like wax mannequins come to life. Girls, bloated and pale, slipped along the walls like hungry cats.

In the side streets to right and left, police cars stopped. Policemen with shouldered carbines [rifles] marched by. The windows of the food stores were boarded up. Somewhere in the neighborhood there had been plundering in the afternoon, somewhere there had been shooting. . .

In those months the people of Berlin did not sleep well. Fear of the uncertain kept them awake, no one could stay at home. It was a mood of paralysis combined with unrest: you were dead tired and at the same time wide awake. All human relations were dissolved, life had become an incomprehensible muddle of numbers, and no one had the strength left to figure out their meaning.

And so everyone rushed to cafes, bars, night-clubs. Every day a new "joint" was opened, and all the places were overflowing. Since one part of the population had sold everything it possessed and another exchanged its dollars only for "tangible goods," a clearance sale in human beings began. As in normal times people sold themselves, body and soul. Men who by day profiteered in precious metal or leather traded by night in women and men, love and vice. Everything had its price, and with the dollar at two million marks, the price was very low.

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Otto Griebel, "Ein Stück Europäischer Kulturaufschnitt ("Made in Germany")," 1922. The Museum für Deutsche Geschichte, Berlin.

Study Questions

- Why did the Berlin night life enjoy such popularity?
- How did Germany's political and economic situation play a major role in Berlin's culture?
- What clues in this handout help you understand Germany?

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Time Capsule: Politics

Immediately following World War I, street-fighting between rival political groups threatened to tear Germany's political fabric apart. In the first years of Germany's new democracy, the Weimar Republic, a large number of poorly organized political parties and movements struggled to achieve popularity. Some, including the most radical of the socialists, communists, and liberals, were inspired by the Russian Revolution of 1917, and in 1919, sparked a revolt in Berlin. They accused wealthy nationalist Germans and the empire itself of causing Germany's defeat in World War I. To conservatives, who were often intensely nationalist and opposed to ending the rule of the Kaiser (emperor), communists were traitors of the German nation. And this betrayal, they said, was at fault for Germany's defeat and the embarrassing Versailles Treaty that was signed by the republic's first leaders. The rivalry and disorder that characterized the politics of the Weimar Republic played a significant part in bringing Adolf Hitler and the Nazi Party (National Socialists) to power, for it was Hitler who promised to restore order to the republic. None of the Republic's many leaders had yet been able to do that.

1. The German Communist Manifesto, 1918.

PROLETARIANS! MEN AND WOMEN OF LABOR! COMRADES!

The revolution has made its entry into Germany. The masses of the soldiers, who for four years were driven to the slaughterhouse for the sake of capitalistic profits, the masses of workers, who for four years were exploited, crushed, and starved, have revolted. That fearful tool of oppression—Prussian militarism, that scourge of humanity—lies broken on the ground. . . . Proletarians of all countries! This must be the last war! We owe that to the twelve million murdered victims; we owe that to our children; we owe that to humanity. . .

We call to you: "Arise for the struggle! Arise for action! The time for empty manifestoes, platonic resolutions, and high-sounding words has gone by! The hour of action has struck for the International!" We ask you to elect Workers' and Soldiers' Councils everywhere that will seize political power and, together with us, will restore peace.

2. From the "German Workers' Party," later the Nazi party, February, 1920.

1. We demand the union of all Germans to form a Great Germany on the basis of the right of self-determination enjoyed by nations.
2. We demand equality of rights for the German people in its dealings with other nations, and abolition of the peace treaties of Versailles and Saint-Germain.
3. We demand land and territory (colonies) for the nourishment of our people and for settling our excess population.
4. None but members of the nation may be citizens of the state. None but those of German blood, whatever their creed, may be members of the nation. No Jew, therefore, may be a member of the nation.
5. Anyone who is not a citizen of the state may live in Germany only as a guest and must be regarded as being subject to foreign laws.

3. The Internationale

4. A Nationalist Song

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3. The Internationale

—Verses sung by communist movements around the world.

Arise! ye wretched of all regions
Arise! all bound in hunger's chain!
Now reason stirs the worker's legions,
For lo, the end draws on amain!
Away with the wreckage of past nations!
Enslaved crowd, rise at the call!
The world shall change from its foundations;
We that are nothing shall be all.

CHORUS—
The call to arms has sounded!
Close ranks the foe to face!
The Workers' International
Shall be the human race.

The law supports the state's oppressions,
Whilst endless taxes bleed us white.
An empty word the rich man's duty,
An empty word the poor man's right. . .
CHORUS. . .

With fumes of battle we've been drunken,
Against our brothers we've made war,
In mutual slaughter for our tyrants --
"Down arms!" will take the soldier far!
Perchance they're stubborn, these man-eaters?
Would make us still for "heroes" pass?
We'll find a good use for our bullets
Against th' oppressors of our class!
CHORUS. . . .

4. A Nationalist Song

—This song was sung by nationalists against communists ("reds"), Catholics ("black"), Dr. Wirth, a leading Catholic politician, and Rathenau, minister of Foreign Affairs.

. . . And Rathenau, old Walther,
Shall have a timely halter!
Revenge is near!
Hurrah! is here!

Let us be happy and gay
Smash Wirth's skull until it crack
Happy, happy tra-la-la,
Soon the Kaiser will be back!
When the Kaiser's home again
We'll cripple Wirth to his great pain;
The rifles shall stutter, tack, tack, tack,
On the Red rascals and the Black.

Beat, beat Wirth beat him black and blue
Smash his skull till the brains come through;
Shoot down Walter Rathenau
The Goddamned swine of a Jewish sow.

Study Questions

- How did nationalists and communists differ?
- Why might their differences have created problems for the Weimar republic?
- What clues in this handout help you understand Germany?

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Time Capsule: Expressionism

An artist named George Grosz (Gross), dressed as a cowboy, draws pictures on a board as his partner quickly follows and erases them. From his mouth come the words "Dada above everything!" Dada was the name of a movement of rebel European artists known for their playfulness and their mockery of society. Hugo Ball, a "dadaist," explained their name: "'Let's take the word 'dada,' I said. It's just made for our purpose. The child's first sound expresses the primitiveness, the beginning at zero, the new in our art.'"[1]

Where dadaists seemed at home in the modern city, other influential artists were less so. Artistic culture (painters, writers, film-makers, playwrights, poets, and musicians) in Europe was profoundly influenced by the horror of the First World War and the decay of German society that followed it. Many of these "modernists" were driven by their experiences to explore the impact of technology and city life on the individual. The largest group of these, "expressionists," developed styles they had begun using before the war, employing rich colors to create distorted scenes out of hard lines and angles. Expressionist stage and film directors created disturbing new worlds in which actors drifted mysteriously through bleak sets, lit from obscure angles intersected by suspenseful shadows. Their art contained the intensity of the city and evoked to many people an ominous sense of doom and despair.

1. A dadaist poem by Grosz, describing the flexible citizen of the modern age, 1917.

As I've said, you have to be a rubberman
all your bones elastic
not merely dozing in your poet's chair
or painting pretty little pictures at your easel,
We have to disturb the after-dinner nap
of the complacent
to tickle his pacifistic rump,
kick up a row! explode! blow up! - Or hang yourselves
on the window frame!

2. An early expressionist poem called "End of the World," by Jakob van Hoddis, 1911.

From pointed pates hats fly into the blue,
All winds resound as though with muffled cries.
Steeplejacks fall from roofs and break in two,
And on the coasts—we read—flood waters rise.

The storm has come, the seas run wild and skip
Landwards, to squash fat ladies there.
Most people have a cold, their noses drip.
Trains tumble from the bridges everywhere.

—George Grosz excerpted from *Literary Life in German Expressionism and the Berlin Circles*. © 1983 by Roy F. Allen and reprinted by permission of UMI Research Press, Ann Arbor, MI.
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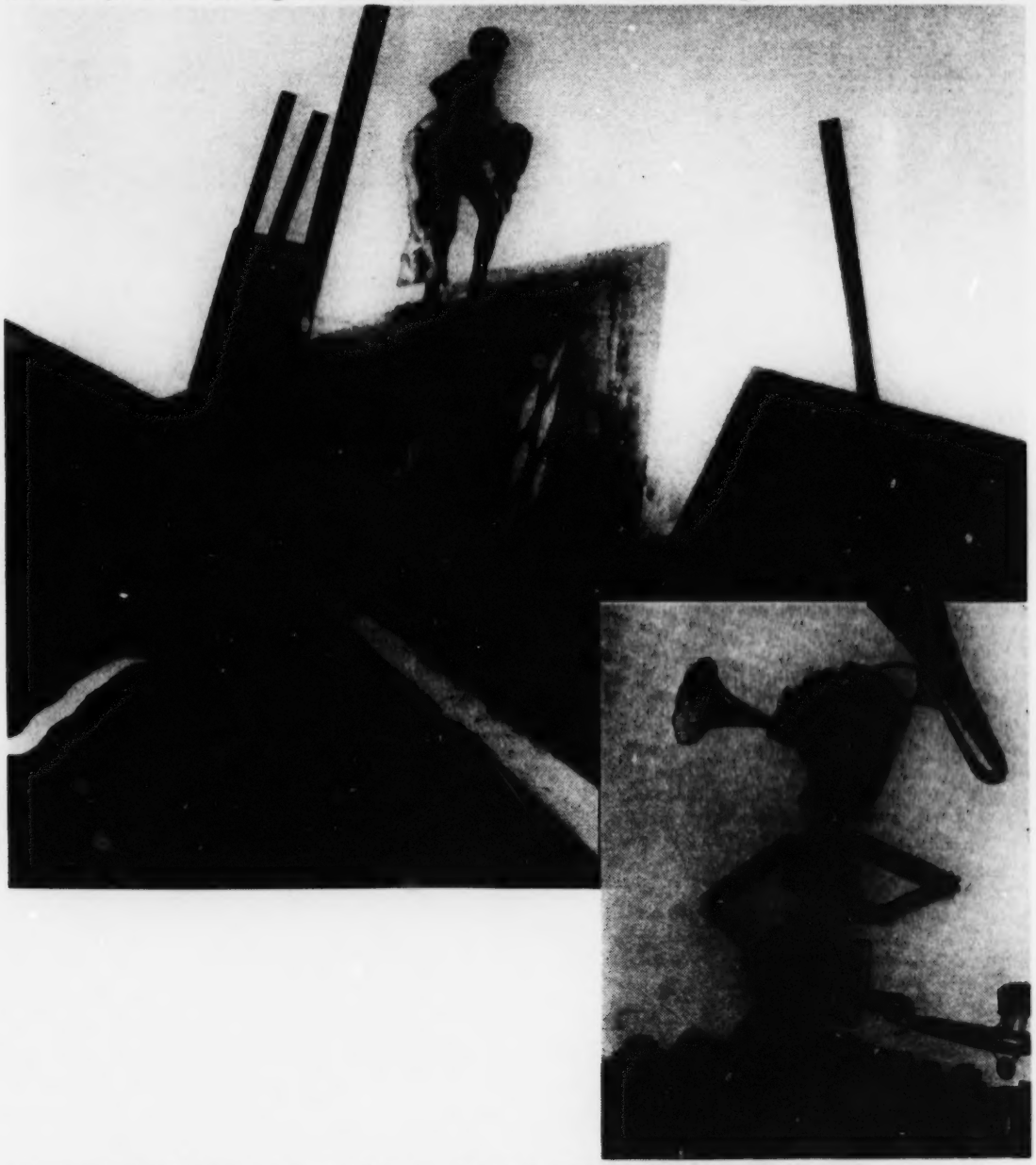
Expressionist films such as Metropolis and Doktor Caligari are still used as models by experimental film makers. Here is a scene from Doktor Caligari (1919) and a dadaist photo montage, showing what some dadaists thought of modern society.



Scene from Das Kabinett des Dr. Caligari, Staatliches Filmarchiv der DDR, Berlin.
Photo montage for the film *Berlin—Symphonie einer Grossstadt (Symphony of a big city)*, 1926.

Study Questions

- What mood is conveyed in these selections of poems and artwork?
- How might artists and intellectuals have drawn from the experiences of the 1920s?
- What clues in this handout help you understand Germany?

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Time Capsule: Poverty & Inflation

In 1918, a beaten Germany emerged from the smoldering ruins of the world's first "Great War," for which it had received the blame. The victors had forced it to accept enormous payments in compensation for the war, and by 1923, the country was suffering from soaring inflation. The value of the German mark fell to such a low that workers—those who had work—were paid in so many bills that they had to cart it around in wheel barrows. A stamp once worth less than a mark cost five, ten, and suddenly 30,000, then 800,000, and ultimately ten billion marks. In November, 1923, a loaf of bread cost 200 billion marks (it had cost less than one mark in 1918): one dollar then equalled four billion marks. Many Germans, known to be thrifty and cautious with their money, lost their entire savings. This inflation, and the depression that struck in 1929, had a profound impact on Germany. One painter wrote: "Just now, even more than before the war, I feel the need to be in the cities among my fellow men. This is where our place is. We must take part in the whole misery that is to come. We must surrender our heart and our nerves to the dreadful screams of pain of the poor disillusioned people."[1] Some scholars argue that the poverty and chaos were reasons for Hitler's success in Germany; his promises to rebuild the nation and the economy appealed to those who had lost everything during the 1920s.

1. "The Boiling Kettle of a Wicked Witch," from *Restless Days*, by Lilo Linke.

The time for my first excursions into life was badly chosen. Rapidly Germany was precipitated into the inflation, thousands, millions, milliards [billions] of marks whirled about, making heads swim in confusion. War, revolution and the wild years after had deprived everyone of old standards and the possibility of planning a normal life. Again and again fate hurled the helpless individual into the boiling kettle of the wicked witch. Now the inflation came and destroyed the last vestige of steadiness. Hurriedly one had to make use of the moment and could not consider the following day.

The whole population had suddenly turned into maniacs. Everyone was buying, selling, speculating, bargaining, and dollar, dollar, dollar was the magic word which dominated every conversation, every newspaper, every poster in Germany. Nobody understood what was happening. There seemed to be no sense, no rules in the mad game, but one had to take part in it if one did not want to be trampled underfoot at once. Only a few people were able to carry through to the end and gain by the inflation. The majority lost everything and broke down, impoverished and bewildered.

The middle class was hurt more than any other, the savings of a lifetime and their small fortunes melted into a few coppers. They had to sell their most precious belongings for ten milliard inflated marks to buy a bit of food or an absolutely necessary coat, and their pride and dignity were bleeding out of many wounds. Bitterness remained for ever in their hearts. Full of hatred, they accused the international financiers, the Jews and Socialists—their old enemies—of having exploited their distress. They never forgot and never forgave and were the first to lend a willing ear to Hitler's fervent preaching.

In the shop, notices announced that we should receive our salaries in weekly parts; after a while we queued up at the cashier's desk every evening, and before long we were paid twice daily and ran out during the lunch hour to buy a few things, because as soon as the new rate of exchange became known in the early afternoon our money had again lost half its value.

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In the beginning I did not concern myself much with these happenings. They merely added to the excitement of my new life, which was all that mattered to me. . . .

Yet, in the long run, the evil influence of the inflation, financially as well as morally, penetrated even to me. Berlin had become the centre of international profiteers and noisy new rich. For a few dollars they could buy the whole town, drinks and women, horses and houses, virtue and vice, and they made free use of these possibilities.

—© 1935 by Alfred A. Knopf and renewed 1963 by Lilo Linke. Reprinted by permission of Alfred A. Knopf, Inc.

What point is George Grosz making about poverty and inflation in these drawings (1927)?

The Toads of Possession

Early at Five o'clock

—© Estate of George Grosz/VAGA, New York 1991. Reprinted with permission.

Study Questions

- What probably troubled Germans the most during the inflation years? What was happening to their society?
- If this were to happen in your country or community, what impact would it have on your outlook on life and politics?
- What clues in this handout help you understand Germany?

Greater Germany

Read the following passages to identify the Nazi Party's vision for a "Greater Germany" and a German Fatherland.

1. Political Rally, Socialist German Workers' Party (Nazi Party), February, 1921.

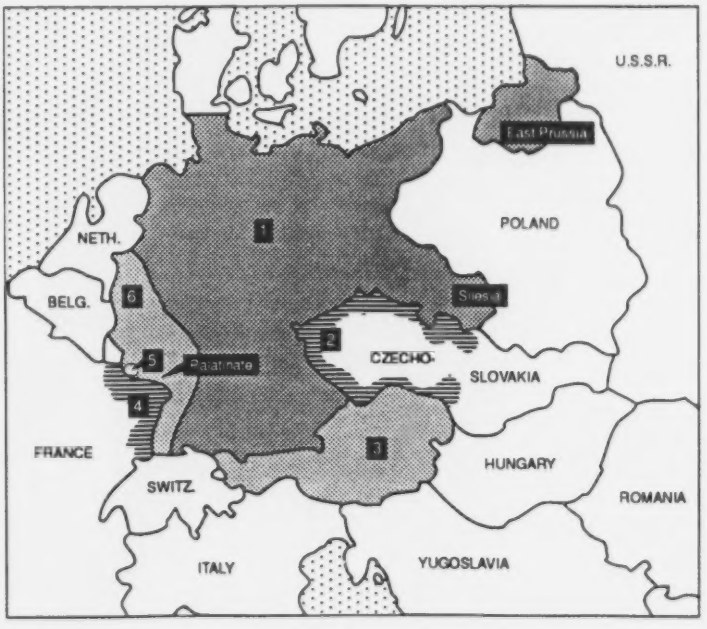
We have forgotten the millions of our fellow citizens who once, during a long four and a half years, bled for Germany's existence on innumerable battlefields, and of whom our fatherland has been robbed by a cruel fate.

We have forgotten the millions of those Germans who longingly await the day which brings them home to a country that even as the poorest would still present the happiness of being their fatherland. We have forgotten the Rhineland and Upper Silesia, forgotten German-Austria and the millions of our brothers in Czechoslovakia, forgotten Alsace-Lorraine and the Palatinate, and while our beloved Germany thus lies dismembered, powerless and torn, disgracefully robbed, a colony of the international world criminals, there—we dance.

2. From a speech delivered by Adolf Hitler, April, 1938.

". . . there had never been any separate mission for Austria: there could never be such a separate mission for any German country. Only one mission could be recognized: to form a single people and to live in a single Reich [empire]. . . What is more natural than that a man should love his great fatherland above all else in the world yet cannot forget the country from which he himself came? . . . My fairest work is that I have joined this country, my homeland, to the German fatherland and fairer still that I could restore seven million people to the Reich."

This map shows the borders of Germany after the Treaty of Versailles (#1), and after territorial expansion before and during World War II (#s 2-6). Copy the names of the regions onto your map (ask your teacher to write them on the board.)



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Degenerate Art

Germany's new leader, Adolf Hitler, was once himself a young artist. In his years of rule he tried to force many modern and experimental artists from the scene. He sought instead to impose classical artistic styles that would serve as models for German culture. Modern artists were experimental and took risks; they used new colors, disturbing angles and lighting, and chose as their themes the primitive and provocative as well as the progressive and modern. To Hitler their "degenerate" art communicated that Germans were backwards, even barbaric and "uncivilized." The art of the Nazi party was supposed to be pure and full of classic beauty.

1. From the opening address of the 7th Nazi Party Congress, September, 1935.

. . . if the National Socialist [Nazi] Movement is to have a real revolutionary significance it must strive to give tangible proof of this significance by authentic creative work in the cultural sphere. . . . We shall discover and encourage artists who will imprint on the new German State the cultural stamp of the German race, which will be valid for all time. . . . [Art] must be a herald of the sublime and beautiful and the expositor of natural and healthy living. . . . [W]e resolved that on no account would we allow the dadist or cubist or futurist or intimist or objectivist babblers to take part in this new cultural movement. . . . If these botchers who pretend to be artists think that they can stimulate the 'primitive' instincts of our people and bring them to expression, they obviously do not realize that our people passed out of the stage represented by these primitive art-barbarians some thousands of years ago.

The following express the views of German artists who were forced into exile because of their work.

Freedom is the essence of art and literary production. There can be no art or literature without freedom. —*Alfred Döblin, 1938*

I left because of Hitler. He is a painter too, you know, and there didn't seem to be room for both of us in Germany. —*George Grosz, 1942*

I painted landscapes. That was tantamount to emigration. —*Otto Dix*

My anti-Nazi film *The Last Will of Dr. Mabuse*, in which I put Nazi slogans and beliefs into the mouths of other pathological criminals, was banned, of course. . . . I left Germany the same evening. —*Fritz Lang*

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Lesson Three — Blockade!

Introduction

Organizing Question: *What post-World War II events caused the division of Berlin and Germany?*

Today's lesson sets Berlin in the context of the early Cold War, using primary source documents and group work to show the city's place in the emerging East-West rivalry. Particular attention is drawn to the Allies' differing perceptions of their rights to the city and their roles in the events which ultimately led to the division of Germany. Students in groups organize a set of authentic newspaper headlines (from the US and Soviet-German zone) into chronological order, and cooperate to answer key questions. The activities give students an understanding of cause and effect. Connections to US foreign policy and world history are suggested at the end of the lesson.

Objectives

The objectives of this lesson are

- to trace the emerging Cold War antagonism over Berlin through some explanations of the Berlin blockade and the airlift
- to develop skills for the sorting and analysis of primary source documents, historical documents, and newspaper headlines

Materials

- Handout 3A, *Occupied Germany*, per student
- Handout 3B-E, *The Four Powers* to the *Berlin Airlift*, (see procedures)
- Handout 3F, *Headlines*, per student
- Overhead 3A, *Headlines: Answer Key*

Procedures

The Occupation: 10 minutes

Begin with this in-class reading to review the Second World War defeat and occupation of Germany at the hands of the Allies.

1. Distribute one copy of Handout 3A, *Occupied Germany*, to each student. Allow students ten minutes to read the handout and answer any questions they may have. Make sure that students understand that the US, Great Britain, France, and the Soviet Union had intended

to share responsibilities for Germany and Berlin. It was not until the start of the Cold War that East-West tensions led to the country's division.

Berlin Blockade: 15 minutes; groups of four

In this activity you will be distributing four handouts to different groups of students, as you did in yesterday's time capsule activity. Each handout contains primary source material on one of four topics: the occupation of Germany and Berlin, the currency reform of 1948, the Berlin blockade, and the airlift. Together, these selections help explain the eventual division of Germany and the unusual status that endured in Berlin until Germany's unification.

Each group should read and become "expert" on the issues raised in its one-page handout. The introduction and key questions contained in each handout will help students establish what is most important. At the end of this group exercise, you will be dividing up the groups and assigning students to new ones. Each new group will then have a student expert on one of the four topics. Groups will then work on headlines that cover the time period of the Berlin blockade. This technique, often called "jigsaw," requires students to share their knowledge with each other in order for the new group to get the whole picture and answer a new set of questions. It can be an extremely effective cooperative learning strategy.

It is important that you emphasize to students that they all take notes and become "expert" during this first round of the activity: they need to know that they are responsible for providing key information to members of the next group.

1. Divide the class into groups of four and distribute Handouts 3B to 3E so that each of the students in the group has the same one-page handout (e.g. students in group one will have Handout 3B, *The Four Powers*, students in group two will have Handout 3C, *Currency Reform*, etc.).

   Read Aloud
   Your handout contains selections of documents or magazine articles on *one* of four issues related to the division of Germany and the Cold War. You are to read and discuss the questions on your handout within your groups and become experts on your subject. When finished, you will divide into new groups so that there are four different experts in each new group. Your task will then be to work together, using your handouts and notes, to construct a complete picture of what happened after the end of the Second World War. You may be the only one in your group who can then answer some of the questions, so be sure to take notes on your own.

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2. Allow students 10-15 minutes to read and discuss their group handout. Provide any necessary help.

Perspectives on the Cold War: 20 minutes; jigsaw groups of four

You will now assign students to new groups (jigsaw) so that each has four different "experts," and distribute one copy of Handout 3F, *Headlines*, to each student. Students will then cooperate within their new groups to 1) place the newspaper headlines in correct order, and 2) guess whether or not they represent an Eastern or Western position. They will finally choose *one* of the five headlines and answer the key questions listed under it. Students can use whatever resources they find will help to answer the questions. Tell students beforehand if you intend to grade or evaluate these handouts, and if so, if you are now going to grade students individually or by group work.

1. Rearrange students into groups of four so that there is one member of each former group in each new group. Every group member should have the handout he or she is expert on, so that all four are represented.

2. Distribute one copy of Handout 3F, *Headlines*, to each student. Allow students the time to read the instructions. Give students 20 minutes to number the headlines in chronological order and state whether each headline represents a position taken by the Soviet Union or the Western powers. Make sure that students are cooperating with each other and referring to their handouts for answers. When students have ordered the headlines (1-5) and determined which perspectives they represent, they are to choose one headline and answer the questions below it. You may want to assign each group a headline so that all of them are covered. Students should again take their own notes.

   Note: If you intend to grade the handouts, collect them before giving students the correct chronological order of the headlines.

3. To bring today's activity to a close, discuss the order of the headlines with the class and then review the questions together. Overhead 3A, *Headlines: Answer Key*, identifies the newspaper the headline was excerpted from, and can be used. for answers or as a basis for discussion.

   Try to answer some of the following questions in your discussion:

   Questions
   - What countries occupied Germany and why?
   - What events led to the formation of the two Germanys?
   - What events led to the division of Berlin?
   - Why was there a currency reform in the West?

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- Why did the Soviet Union not want western currency in the western sector of Berlin?
- Why did the US insist on staying in Berlin?
- Was anyone at fault for Germany's division?

Journal

1. In this journal assignment, students answer the following questions from *one* of the perspectives suggested (students may also come up with their own). The assignment is designed to help students adopt a perspective other than their own, and to understand through this "perspective-taking" that people may experience an event in many different ways.

   Questions
   - How did you feel the impact of the blockade and airlift?
   - What kinds of blockades could affect your community?
   - Do you agree with using blockades as a way to address international conflicts?

   Perspectives
   - You are a Soviet official in East Berlin.
   - You are a West Berliner.

US Foreign Policy

Q. What benefit was there to the US in maintaining a presence in Berlin?
A. Berlin, 120 miles inside East Germany, could be used by the West as an example of its economic and political successes and to undermine support for the East German leadership. West Berlin's appeal turned out to be so effective that a wall had to be erected in 1961 to prevent East Germans from using the city as a gateway to West Germany. Discuss this with the class.

Q. Why was the US committed to reconstructing Western Europe's economy?
A. The US believed that the influence of Soviet communism in Eastern Europe might spread to Western Europe. Following the war, communism had many followers in both halves of Europe, though many of these communists were opposed to Stalin's particular style. The US considered a healthy Western European economy one of its best defenses against this perceived threat. Discuss this with the class.

Q. How did Berlin fit into the Cold War that was unfolding during the late 1940s?
A. Berlin was a city that provoked suspicion and mistrust in the governments of the US and the USSR. Neither side was clear about the other's intentions in regard to Berlin. The currency reform and blockade were symptomatic of a US-Soviet relationship that

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deteriorated as time elapsed and their war-time cooperation faded from memory. Discuss this with the class.

Theme: Blockades

On day one you should have discussed the different kinds of conflict that had an impact on Berlin and Germany. In this lesson students were exposed to one of the very real conflicts that threatened to divide Germany a mere three years into reconstruction. Discuss some of the alternatives that the Big Four might have tried in order to keep Germany whole. Can international agreements provide the basis for multinational control of a territory/country? Are blockades effective, or do they provoke aggression? Does the example of Germany show that different political and economic systems cannot really compromise with each other?

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Occupied Germany

In February 1943, just after Germany's enormous military losses in the Soviet Union, Hitler's propaganda minister Goebbels addressed a crowd in Berlin with the question: "Do you want total war? Do you want it, if necessary, more total and extreme than imaginable today?" The response was a fanatic "Ja!" Berliners soon suffered the results. One million of the city of four million fled, and one and a half million were left homeless by allied bombing raids. On April 30th, 1945, Hitler committed suicide, and on May 2, Soviet forces reached Berlin. The war in Europe was over. Eight-five percent of Berlin's bridges and buildings in the city were destroyed. The city "was a vast petrified forest of disemboweled buildings. The streets were choked with rubble and littered with uprooted trees, dead horses, abandoned streetcars, and burned-out tanks. Putrefying corpses and clogged sewers emitted a nauseating stench."[1]

According to the agreements reached by the Allies at Yalta in 1944 and Potsdam in 1945, France, Britain, the United States, and the Soviet Union were to divide and then occupy Germany and Berlin. The United States, Great Britain, and France took control of the western part of Germany and the Soviet Union took the eastern part, where territory East of the Oder and Neisse rivers was stripped from Germany and given to Poland. All four shared power in Berlin.

Faced with a Europe teetering at the edge of political chaos and economic collapse, and fearful of the westward spread communism from the Soviet occupation of Eastern Europe, the United States decided in favor of quick reconstruction of Germany's western zones. They alone received $3 billion of the US Marshall Plan's $13 billion of Western European aid. A Germany tied to the West politically, economically, and socially, was to serve as an important buffer against the possible spread of Soviet communism.

By 1947 the shadow of the early Cold War was descending over the country's reconstruction. Rationing of basic food and supplies in all of Germany multiplied the miseries of the bitter winters and the depravity of stark living conditions. In the western zones, the worthless Reichsmark currency left over from the war caused difficulties in the use of the incoming Western Marshall Plan aid. Because economic reconstruction could not proceed without valid, new, and stable money, currency was a serious concern for the occupying powers. If the Western powers and the Soviets failed to agree on one currency for Germany and Berlin, they ran the risk of dividing the country. No country could be united if it had two currencies and two economies. In the East, factories were dismantled and shipped to the USSR as war payments (reparations). Germany's communist party, though they aggressively beat away non-communist politicians found campaigning in the Soviet zone, was defeated in the 1946 elections. They were to be the last free elections in the Soviet zone. Thereafter the Socialist Unity Party (SED, the communist party) won all elections.

The presence of non-Soviet troops in Berlin had long frustrated the Soviet leader Josef Stalin, who was nervous about any foreign presence in Berlin. The city had the potential to be an outpost for Western influence, a city that, deep inside eastern Germany, might cause immense difficulties in the future. By June of 1948, the three Western powers decided to replace the Reichsmark in their zones with a new Deutsche (German) Mark. Days later, the Soviet powers introduced the East mark, demanding that it also apply to the western sectors of Berlin. The Western Allies hastily injected the Deutsche Mark into Berlin's western sectors on the following day.

On June 24, 1948, the USSR began a blockade of Berlin. It was to be the first of many tests of commitment to Germany in the Cold War between the US and the USSR. Berlin had become one of the first flash points in the growing Cold War.

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The Four Powers

The documents you will read here describe how the Big Four agreed upon joint control of Germany. Use the selections to answer the following questions:

- How much control did the Big Four have over Germany?
- How did the Big Four divide Germany and Berlin?
- How did they agree to guarantee Western access to Berlin?

1. Article 13 of the Quadripartite Agreement between Great Britain, France, the US and the USSR, June 5, 1945.

(b) The Allied Representatives will impose on Germany additional political, administrative, economic, financial, military and other requirements arising from the complete defeat of Germany. . . . All German authorities and the German people shall carry out unconditionally the requirements of the Allied Representatives, and shall fully comply with all such proclamations, orders, ordinances and instructions.

2. Four-Power Statement on the Occupation of Germany, June 5, 1945.

Germany, within her frontiers as they were on 31st December, 1937, will, for the purposes of occupation, be divided into four zones, one to be allotted to each Power as follows:

an eastern zone to the Union of Soviet Socialist Republics;
a north-western zone to the United Kingdom of Great Britain and Northern Ireland;
a south-western zone to the United States of America;
a western zone to France.

3. Notes from a meeting between the US and the USSR on access to Berlin.

Shortly after Germany's surrender, American occupation forces, represented by General Clay, sought a number of air, road, and rail access routes to Berlin, which was in the Soviet zone. The Soviet Marshal Zhukov resisted the request.

"It was apparent that all roads and lanes cut across the Russian Zone of Occupation and due to the necessity of protecting these roads and lanes an extremely difficult administrative problem arises. Marshal Zhukov stated that one railway and one highway should be enough to feed and supply a small garrison of 50,000 troops, the overall combined figure of British and American occupying forces. He cannot agree to two air lanes and suggests as substitute a route from Berlin through Magdeburg and Goslar. . . . General Clay defended requests for several roads and two air lines. . . . Marshal Zhukov stated he is not turning down the right but the Soviet authorities are not expected to give any corridor. . . . General Clay asked only for right to move without restriction under whatever Russian regulations are set down. Marshal Zhukov asked if French will have any additional requirements to which General Clay replied that he didn't think so, but British and Americans cannot speak for them. . . . General Clay accepted the one road with right reserved to reopen the question at the Control Council in the event that one road is not satisfactory. . . .

Currency Reform

The documents you will read here describe how the four powers encountered a conflict when introducing new German currency (the currency reform) into western and eastern zones of Germany and Berlin. The new currency was necessary for economic growth. Use the documents to answer the following questions:

- Why was the new Western Deutschemark not initially introduced into West Berlin?
- How did the USSR react to the new Deutschemark, and why?
- What disruption was caused by the introduction of the new currencies?

1. Currency Reform in the Western Zones, June 20, 1948.

The first law of the reform of the German currency promulgated by the Military Governments of Great Britain, the United States and France will go into effect on June 20. The old German currency is hereby invalidated. The new currency will be the deutsche mark. . .

The currency reform will not, for the time being, apply to Berlin because Berlin is under four-power rule. The three Military Governments, will, however, take all measures in order to maintain and strengthen Berlin's economic ties with the West which are vital to the welfare of the city. Berlin, too, is to share the benefits of the European Recovery Plan, which stands behind the new currency. Food deliveries into Berlin will be continued by the Western occupying powers and sold for the currency there in use.

2. Note from the Soviet Union to the German people, June 20, 1948.

Men and women of Germany: A separate currency reform has been announced in the western occupation zones of Germany. By order of the American, British and French occupying authorities, the German Reichsmark is being taken out of circulation and a separate currency reform being introduced.

Now there will be no more uniform money circulation. This is being done against the will and interests of the German people. . . .

The constitutional unity of Germany has received another severe blow. Agreement on the control mechanism of Germany and the Potsdam decisions—which provided that Germany be treated as an individual whole and acknowledged the necessity for keeping up a uniform currency circulation—has been violated. The currency reform carried out in the three western occupation zones completes the division of Germany.

3. Western Announcement of currency reform in West Berlin, June 24, 1948.

At the meeting on Tuesday 22 June, . . . the Western zone representatives offered to consider and work out with the Soviet authorities a reasonable and satisfactory method for the handling of the currency and monetary reform measures for Berlin as a whole. It was and still is the desire of the three Western powers to have a uniform currency for the whole of Berlin.

The Western proposals were refused by the Soviet military authorities. Instead, the Soviet military authorities insisted that they alone would write the currency law for the city of Berlin. . . .

The Western powers cannot submit to such arbitrary action which is in violation and total disregard of the actual quadripartite status of Berlin and which disregards and violates all agreements respecting the managements of money and banking affairs of the city. The three Western powers, therefore, find themselves forced to introduce into the three western sectors of Berlin the deutsche mark which is now legal tender in the three western zones.

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The Berlin Blockade

The documents you will read here describe the Soviet blockade of Berlin which began when the Western powers introduced a new currency in their zones of Germany. The Soviet government wanted to make sure that the new Western currency would not be valid in Berlin—East or West. If it were, it could spill out of Berlin and the existence of two currencies would make economic control of Soviet Berlin and Germany very difficult. Use the documents to answer the following questions:

- What important right to Berlin did the Western powers have?
- How did the currency issue interfere with four power cooperation in Berlin?
- Why did the Soviet Union respond to the introduction of the new western Deutschemark into Germany's western zones on June 18 with a blockade?

1. US note to the USSR about the Berlin Blockade, July 3, 1948.

After the announcement on June 18 of the currency reform for all of western Germany (but not western sectors of Berlin), the Soviet authorities, on June 19, suspended all passenger train traffic between western and eastern zones. All road traffic from western zones into the Soviet zone, including traffic on the Autobahn [highway] to Berlin, was also stopped. Incoming rail freight was reduced in volume by change of technical procedures and water transport was subject to stricter regulations. . . .

On June 22, . . . [t]he Soviet representative insisted that there could be no currency for Berlin different from the currency of the surrounding Soviet zone. . . . Immediately after the meeting the Soviet authorities issued their orders for currency reform in the Soviet zone and all of Berlin.

In view of the inability to obtain agreement on a currency for Berlin under quadripartite control, the Western allies informed the Soviet authorities of their intention to introduce into the western sectors of Berlin the new Deutsche mark of the western zones (over-stamped "B" for Berlin). . . .

On June 23, the Soviet authorities suspended all railroad passenger and freight traffic into Berlin, because of alleged "technical difficulties" on the Berlin-Helmstedt rail line. They also stopped barge traffic on similar grounds. . . .

2. US note to the USSR about Four-Power negotiations and the lifting of the blockade, July 6, 1948.

The United States would not have so withdrawn its troops from a large area [Saxony and Thuringia, parts of the Soviet zone] now occupied by the Soviet Union had there been any doubt whatsoever about the observance of its agreed right of free access to its sector of Berlin. . . .

3. Soviet note to the US about the Berlin blockade, July 14, 1948.

The Soviet Government . . . considers that the situation which has been created in Berlin has arisen as a result of violation by the Governments of the United States of America, Great Britain, and France of agreed decisions taken by the four powers . . . in the carrying out of a separate currency reform, in the introduction of a special currency for the western sectors of Berlin and in the policy of the dismemberment of Germany. . . .

Berlin lies in the center of the Soviet zone and is part of that zone. The interests of the Berlin population do not permit a situation in which in Berlin or only in the western sectors of Berlin there shall be introduced special currency which has no validity in the Soviet zone. . . .

The Soviet Command has been forced therefore to adopt certain urgent measures for the protection of the interests of the German population and also of the economy of the Soviet zone of occupation and of "Greater Berlin" [East and West zones together]. . . .

The Berlin Airlift

The following magazine articles describe the massive American and British airlift of supplies from the western zones of Germany to the western sectors of Berlin, 110 miles away. The operation, which ended on May 12, 1949, showed that if the Soviet Union and the US could not agree on their roles and rights in Berlin, they would each find other ways of asserting themselves. Use the selections to answer the following questions:

- What was the purpose of the Berlin airlift?
- What were some of the risks of the airlift?
- What had the Soviet Union tried to accomplish by blockading Berlin?

1. "Push-Button Marked 'Obliteration,'" *Newsweek*, July 19, 1948. Reprinted with permission.

City of Dreadful Night

The lights were going out all over Berlin last week. Street lighting was cut 75 percent, and in the brief summer night the capital looked as it during the first terrible summer after the war—an enclosed cavern of dark and menacing ruins. . . .

An almost hopeless mix-up between Russian-sponsored currency (Ostmark) and the new western currency (Deutschemark) added to the woes of Berliners.

For the moment, however, the problem remained: How long could and would the Western Powers maintain the ultra-expensive air lift? In the first nineteen days of Operation Vittles more than 13,000 tons had been flown in. Flights had averaged out to about 350 daily. Dehydrated potatoes and other substitutes had cut minimum daily food requirements from 2,000 to 1,000 tons. Another 1,000 to 1,200 daily are required for drugs and communication needs and for repairing vital installations. Thus the air lift must be stepped up still further to supply completely Berlin's non-industrial essentials.

2. "Berlin: The Squeeze on the Corridors," *Newsweek*, July 26, 1948. Reprinted with permission.

Frankfurt to Tempelhof . . . Bückeburg to Gatow . . . Hamburg to Gatow.

Make these lines on the map 20 miles wide, put them 5,000 feet above the flat countryside, and you have the air corridors leading from the western zones of Germany to Anglo-American airfields in Berlin. Fill these corridors with some 400 British and American planes day and night. Add Russian Yak fighters zipping across the corridors at all hours "on maneuvers," some flying blind, some possibly under remote control. Add occasional Soviet parachutists and barrage balloons. On the ground, line up anti-aircraft guns perhaps ready to lend substance to rumors that the Russians might hold "mass artillery practice" in the air corridors.

. . . At the first "accident" or "incident," the waiting corps of correspondents would flash the news back across the Channel, back across the Atlantic. Within a matter of hours, scores of headlines would tell the black story: REDS BRING DOWN TWO AMERICAN PLANES; 8 DEAD; RETALIATION DEMANDED.

Biggest Bluff: That was the great danger—that the issue of peace and war hung on the delicate adjustments of aerial navigation and the equally delicate adjustments of national honor and national temper. Furthermore, both sides had gone too far to retreat from Berlin without a disastrous loss of prestige. Both sides threw ever more into the scales. Like homing eagles, American bombers returned to wartime bases in Britain . . . . In Prague, business offices, schools, and hospitals were ordered to apply for blackout material for their windows—in a hurry.

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Headlines

The following headlines appeared in newspapers in either the US or the Soviet occupied zone between 1945 and 1949. After reading them, work in your groups to identify the view the headline represents, and the year, month, and day (if possible) it appeared. Then write a short one or two sentence description of the event mentioned in the headline.

1. WEST TURNS TO AIR AS SOVIET CUTS OFF BERLIN LAND LINKS

- Why did the US and Great Britain begin an airlift to Berlin?
- What rights were they trying to protect?
- Why was Berlin important to the West?

2. WESTERN POWERS COMPLETE THE DIVISION OF GERMANY, DICTATORIAL MEASURES IN WEST

Economic ministry boycotts lifeline of workers

- What reasons help explain why the West might be blamed for dividing Germany?
- What agreement was there between the four powers over Germany, and why were the West's actions called "dictatorial?"

3. WORKERS, ENRAGED AT THE DIVIDERS OF BERLIN, DEMAND ANGRILY: ONLY THE EASTMARK IS VALID FOR EAST BERLIN

- Why might East Germans reportedly want only one currency in Berlin, and what happened to spark their anger?
- Why do they apparently want it to be eastern currency?
- What happened as a result, and did they have any alternatives?

4. 4 ALLIES TAKE CONTROL OF REICH, IMPOSE '37 BORDERS, STERN TERMS

- What four allies controlled Germany after the Second World War?
- What did they want to do with Germany, and did it work?
- What unexpected events led to the division of Germany?

5. BERLIN LAND BLOCKADE IS LIFTED; FIRST TRAIN, AUTOS REACH CITY; ZONE TROOP RETIREMENT STUDIED

SIEGE ON 328 DAYS

- Were either the blockade or the airlift a success?
- Are either a good way of solving international disputes?
- How else might the dispute over currency in Berlin have been solved?

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Headlines: Answer Key

1. **4 ALLIES TAKE CONTROL OF REICH, IMPOSE '37 BORDERS, STERN TERMS**
New York Times, June 6, 1945
This headline corresponds to Germany's defeat and the agreement of the "Big Four"—France, Great Britain, the Soviet Union, and the United States—to coordinate the occupation of Germany. The headline also attests to the end of the German empire (see the mapping activity in Lesson Two) and the reversion back to former borders, one among many of the strict conditions for Germany's unconditional surrender (see Handout 3B, *The Four Powers*). The allies had not expected to encounter serious differences over Germany's reconstruction and the currency issue.

2. **WESTERN POWERS COMPLETE THE DIVISION OF GERMANY, DICTATORIAL MEASURES IN WEST** Economic ministry boycotts lifeline of workers
Neues Deutschland (Soviet-occupied German zone), June 19, 1948
The Soviet Union viewed the currency reform undertaken by the three Western powers in their zones of Germany on June 19 (see Handout 3C, *Currency Reform*) as a regrettable step on the road to a divided Germany. A separate currency for the western zones only, though it made the Marshall Plan possible, could only force the Soviet Union to do the same, and thus to effectively have two economies in one country. The Soviet leadership saw this action as a violation of the Quadripartite Agreement on the joint occupation of Germany (see Handout 3B, *The Four Powers*).

3. **WEST TURNS TO AIR AS SOVIET CUTS OFF BERLIN LAND LINKS**
New York Times, June 20, 1948
The airlift of critical supplies to Berlin began when the Soviet Union unilaterally opted to cut all land and water access routes to the western sectors of the city. These had been agreed upon by the four allies (see Handout 3B, *The Four Powers*). Berlin, deep inside the Soviet zone, was an important strategic outpost to the Western powers, and the airlift was a product of their determination to maintain their sectors of the city, even at high cost.

4. **WORKERS, ENRAGED AT THE DIVIDERS OF BERLIN, DEMAND ANGRILY:ONLY THE EASTMARK IS VALID FOR EAST BERLIN**
Neues Deutschland (Soviet-occupied German zone) June 24, 1948
Though a separate western currency for the western zones of Germany was indeed a threat to the Soviet Union, the introduction of this same Deutschemark into Berlin (western sectors only) was even more so. It not only divided the city, but undermined the Soviet-supported economy in East Berlin and the Soviet-German zone (see Handouts 3C and 3D). The East German and Soviet leadership rightly saw that a western currency in Berlin could easily create a damaging underground economy in the eastern zone, and indeed it did. It was up to the Soviet Union to decide how it wanted to respond to this.

5. **BERLIN LAND BLOCKADE IS LIFTED; FIRST TRAIN, AUTOS REACH CITY; ZONE TROOP RETIREMENT STUDIED** SIEGE ON 328 DAYS
New York Times, May 12, 1949
Although time proved the Berlin blockade a failure for the Soviet Union, the use of blockades in the resolution of international disputes has not ceased. Blockades have been used since by the United States and the United Nations, for example, in the Cuban missile crisis and prior to the Gulf war on Iraq. It does not seem likely that the dispute over currency reform could have been resolved in any other manner, as long as the Soviet Union was firmly opposed to both the introduction of two currencies into Germany and the presence of Western powers in Berlin (and thus its own zone of occupation). You might point out to students that currency was again a central issue prior to the unification of Germany, and that the convertibility of non-convertible Soviet and Eastern European currencies has been at the heart of many discussions of reform. Also note Western Europe's sought-after ECU (European Currency Unit), which would greatly enhance economic exchange between Western European nations.

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Lesson Four — Divided Homeland, Divided City

Introduction

Organizing Question: *How did the development of two different economic, political, and social systems further the division of the two Germanys?*

The establishment of the Federal Republic of Germany and the German Democratic Republic divided Germany and its people. In today's lesson, students become aware of the differences that emerged between the two Germanys that would ultimately complicate Germany's unification. Students read a historical overview and then break into small groups or partner-pairs representing two teams, East and West, to interpret various statistics and statements on the two Germanys. The groups or pairs representing each team then compete to provide the best reasons for their answers to four game questions. Points are awarded for correct answers and for supporting reasons.

Objectives

The objectives of this lesson are

- to come to an understanding of the most essential differences between East and West Germany
- to compare some social, political, and economic characteristics of East and West Germany
- to develop skills used in understanding charts, graphs, and statistics

Materials

- Handout 4A, *Two Germanys*, per student
- Handout 4B, *Game Questions*, (see procedures)
- Handout 4C, *Resource Cards*, (see procedures)
- Overhead 4A, *The Game*

Procedures

Game: 40 minutes; class divided into two teams

In today's activity, the class is divided into an East and a West, each side made up of partner pairs or small groups. Students first read a handout introducing some of the fundamental differences which appeared between East and West Germany in the 1950s. They then use "resource

cards" with information on the GDR and the FRG to explore some of these differences. The side that answers the questions correctly and supports them with the best reasons scores the highest.

A team earns:

- three points for answering a question correctly.
- one point for each supporting reason.
- three additional points for correcting the other team's answers.
- one point for adding to their supporting reasons.

In this activity, students sift through the information on resource cards in order to answer four game questions and justify their answers with supporting reasons. Before starting the activity, you will first have to make duplicate copies of the resource cards on Handout 4C, *Resource Cards*. Each partner pair or small group of three to four will need a complete set.

1. Distribute one copy of Handout 4A, *Two Germanys*, to each student. Allow students ten minutes to read the handout and answer any questions they may have.

2. Divide the class into partner pairs or small groups of three to four and designate half of them "East Germany" and half of them "West Germany." Tell your students that they are being divided as was Germany after World War II. Give each group (or pair) a copy of all of the resource cards. Distribute one copy of Handout 4B, *Game Questions*, to each pair/group. Display Overhead 4A, *The Game*, and allow students time to read the instructions. Answer any questions they may have.

3. Tell students that for the next 20 minutes they are to work in their groups to first answer each question and come up with as many reasons for their answer as possible. Let the teams know that any good reason counts, even if it is not based on information drawn from the cards. The questions are intentionally broad, and should generate fruitful discussion.

4. At the end of the 20 minutes, invite any student groups or pairs in "East Germany" to answer the first question. Give three points for correct answers and one point for each acceptable reason. When "East Germany" has finished its turn, students on the other side are allowed to correct the answer if it was wrong (three points), or add reasons that were not given (one point). Invite "West Germany" to answer the second question, "East Germany," the third, etc.

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Game Questions

Read Aloud

1 Germany was a neutral nation divided into two states—East and West—after World War II, and had no allegiance to other countries or political systems. *FALSE*

2 Differences between East and West Germany were between political leaders and governments only. Socially, the two Germanys were alike. *FALSE*

3 Economic differences between the two Germanys were the result of two contrasting economies: free market vs. centrally planned. *TRUE*

4 Differences between the two Germanys were great, and likely to cause problems should the two ever hope to unify. *TRUE*

Debriefing: 5 minutes

1. To bring today's lesson to a close, go over the game questions together. Use the following questions in your discussion.

Questions

- What were the most important differences between the two countries?
- What sorts of problems might be created by these differences?
- Are there other parts of the world with similar problems?

Journal

1. Assign students journal entries as you did in Lesson Three (see Lesson Three for directions).

Questions

- What were the advantages and disadvantages of the East and West German political, social, and economic systems?
- Should a government provide its citizens with social security? Health care? Education? Guaranteed employment? What else?
- What, if anything, would you change about your society?

Perspectives

- You are an elderly East German man or woman (before unification).
- You are a West German student.
- Any perspective from your society that is not your own.

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US Foreign Policy

Connections you might make to US foreign policy are:

Q. What principles did US foreign policy seek to uphold during the Cold War?

A. US policy-makers had declared a commitment to protecting the self-determination of democratic nations and containing communism. With respect to the latter, the US intervened in the affairs of some nations whose communist governments were not popularly elected. In defense of these interventions, US leaders sometimes took recourse to their perceived role as a beacon of democracy, and the US's responsibility not only to maintain its own democracy, but to uphold it elsewhere. Some critics argue that the US was driven by an irrational fear of communism, and that communist countries did not seriously threaten the US, but sought primarily to maintain and protect *themselves* from what they thought was US aggression. When Soviet-American relations improved at the end of the 1980s, some people wondered whether or not the Cold War had been a product of the two countries' fears the entire time. *Discuss this with the class.*

Q. Why was the free market system central to US foreign policy-making?

A. A comparison of international trade between the US and free market economies vs. the US and command (planned) economies would show that the US conducts much less trade with command economies. Ask students whether or not it is simply in the US's self interest to trade with free market nations, or whether it is part of an ideology (e.g. not to trade with communist nations). Many discussions have been held over trade with communist nations. The issue has ethical implications for those who think it is wrong to exchange with nations whose policies the US disapproves of. *Discuss this with the class and try to use a current example.*

Theme: Political Systems

In lesson two, students gave some consideration to the importance of social stability, and the relationship between this stability and the success or failure of a democracy. In lesson three, they saw how important a single, strategically-positioned city could be to the US. In this lesson you can discuss the differences between free market and planned economies and their related political systems. For how long have humans lived under organized political systems? Which ones have been good to citizens, and which ones have served the interests of the state? Ask students how many other political systems they know about. Do they like their own? Why do some nations interfere with the affairs of other countries? Is it to change their political systems? Is this good or bad policy? What characteristics of their system would students want to change.

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Two Germanys

By the time of the Berlin blockade in 1948, the Big Three no longer agreed with the Soviet Union on what to do with defeated Germany. The Western powers moved forward and legalized the formation of a West German state comprising their three zones of occupation: on May 8, 1949, the Basic Law was adopted by West German parliament, creating a legal foundation for the new Federal Republic of Germany. A month later, on October 7, the Soviet zone became the German Democratic Republic. The country's division was far more than a simple line drawn down the middle of the country, however, and it would take some drastic changes to reverse the rift these former allies had opened. The two Germanys were soon drawn into two rival political and economic systems which threatened to replace the common language and history Germans otherwise shared. Germans in the East and West grew up separated from each other not only by a fortified border, but by rival economies, politics, and militaries.

The Federal Republic

When the Cold War with the Soviet Union cast serious doubts on cooperation over Germany, the Western powers began political and economic reconstruction of their zones. They wanted a democratic and free-market West Germany integrated into the rest of Western Europe. West Germans, though their country's division seemed unavoidable at the time, nonetheless viewed their recovery as a step towards eventual unification. Meanwhile, East Germans would legally be considered citizens of West Germany too. The government, located in the quiet city of Bonn and led by Konrad Adenauer, created a broad and generous social welfare system, including programs such as low-cost medical coverage, inexpensive education, and unemployment insurance. Services such as transportation, communications, and the mail were nationalized, or owned by the state. Otherwise, the rules of the market determined prices, wages, and, of course, profits.

Because so much of Germany's industry had been destroyed during the war, the Federal Republic had to rebuild its industries from scratch. This was accomplished with the assistance of the US Marshall Plan, which aided Western Europe and Germany in particular. By 1955, West Germany was the "economic miracle" of Europe, and had surpassed France and Great Britain to become the Western world's second leading exporting nation. That same year, West Germany rearmed and joined other Western European nations in a common military alliance (NATO), and by 1957 it was a member of the European Economic Community, created for cooperation on coal, steel and agriculture. Membership in these organizations was proof that West Germany's recovery had won the country the respect of its former enemies.

The Birth of the GDR

Soon after the birth of the FRG, the Soviet Union and the Socialist Unity Party of Germany (SED) created the German Democratic Republic (GDR). The GDR, which saw West Germany as a competitor, was soon the rising star and industrial leader of the Eastern bloc. With a monopoly on political power, the SED steered the economy according to a "central plan" developed by the communist party and deployed by local ministries. The plan determined all stages of production: which industries produced how much of what, and how much everyone would get paid.

As in the other countries of the Eastern bloc, the GDR followed the socialist course laid down by the USSR and bowed to the political moves of the Soviet communist

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leadership. This involved making East Germans adjust to a radically new way of life. Socialist collectives, which organized people into groups whose efforts served the state, and not private owners as in the West, sought to improve productivity and eliminate exploitation through careful planning and cooperation. Workers who set new production records in factories received awards and lavish publicity instead of raises. As compensation for low wages, the state guaranteed employment, housing, health care, and education. Housing and some food prices remained at the low 1930s levels which were far below those in West Germany. Leisure was organized and radio, and later, television programming, was set by the government. As proof of the state's emphasis for the common worker, preferential admission to universities was even granted to the children of laborers.

Yet in spite of these incentives, many East Germans were frustrated by their low standard of living. Although necessity items like public transportation, housing, and basic foodstuffs were far cheaper than in the West, the difficulty of central planning and coordination led to chronic shortages of many sought-after goods. Phone lines were often clogged. Automobiles were expensive for East Germans, and even if one could save up enough money to buy a Trabant—a plastic-body, two cylinder automobile that came in very few colors and that was no comparison to a West German car—the waiting list could be 15 years. Living next to West Germany (East Germans were eventually able to receive Western TV broadcasts) made these troubles virtually intolerable for many East Germans.

The ideology that encouraged socialist activities had its flip-side, too. To prevent Western influence from causing public dissatisfaction with the state and the communist party, the government attempted to keep it out. Books and plays by most Western authors ceased to be sold or staged, and translations of Russian literature flooded the bookstores as Russian became a mandatory subject for all students. People were pressured to participate in various clubs and group organizations at work, at school, and in the neighborhood. The purpose of these clubs was to "educate" individuals politically and reinforce their sense of participation in East German politics and society. The collectives in industry, crafts work, and agriculture, the political organizations, and constant exposure to slogans and other signs of the socialist party caused deep and public resentment. This resentment eventually caused many people to leave.

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Game Questions

Support your answers to the following True / False questions with evidence contained in the resource cards.

1 ( ) Germany was a neutral nation divided into two states—East and West—after World War II, and had no allegiance to other countries or political systems.

2 ( ) Differences between East and West Germany were between political leaders and governments only. Socially, the two Germanys were alike.

3 ( ) Economic differences between the two Germanys were the result of two contrasting economies: free market vs. centrally planned.

4 ( ) Differences between the two Germanys were great, and likely to cause problems should the two ever hope to unify.

Handout 4C

Resource Cards

GDR Constitution: Article 24

GDR

(1) Every citizen. . .has the right to work. He has the right to employment and its free selection in accordance with social requirements and personal qualifications.He has the right to pay according to the quality and quan-tity of the work. Men and women, adults and young people have the right to equal pay for equal work output.
(2) The right to work and the duty to work form a unity.
In 1966, women made up 49% of the workforce.

The Reconstruction of the two Germanys

FRG
GDR

West Germany received over $3 billion in economic aid (incl. loans) from the Marshall plan. {By 1958, West German industry was producing nearly twice as much as the German factories of 1938}

Eastern zones of Germany had to pay x billion to the USSR in war payments and endured continuous and systematic looting by the Soviet Union. In and around the Soviet sector of Berlin alone, some 460 factories were removed. In addition, the Soviets removed a thrid of the pre-war railroad tracks.

GDR Constitution: Article 37

GDR

(1) Every citizen of the German Democratic Republic has the right to dwelling space for himself and his family in accordance with economic possibilities and local conditions. The state is obligated to implement this right by promoting the construction of housing, the maintenance of existing housing, and public control of the just distribution of dwelling space.
(2) There is legal protection against eviction.
(3) Every citizen has the right to the inviolability of his home.

East Germany's Political Ties

GDR

"He who believes it possible to drive a wedge into this friendship (with the USSR) occupies himself with a futile aim. No one in the world is in the position to disturb the firm alliance of our parties and peoples. German-Soviet friendship—this is no formal notion for us, but a matter of conviction and of the heart." —East German leader Erich Honecker in 1965.

From the Oath of Allegiance of the East German Army: "I swear as a soldier of the National People's Army to be ready at all times, side by side with the Soviet Army and the armies of the socialist countries allied with us, to defend socialism against all enemies and to stake my life for the achievement of victory."

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West Germany's Political Ties

FRG

"Our country. . .is the point of tension between two world blocs. . . Long ago, I made a great decision: we belong to the West, and not the East." —West German Chancellor Adenauer

"In the area of foreign policy, our path is straightforward. We must build a strong relationship to our neighbors in the western world, and in particular, the United States. We will strive with all our energy to make Germany an equal partner in the "European Federation" as quickly as possible."—Adenauer

"There is no doubt that we belong to the West European world through our heritage and our temperament."—Adenauer

Abortion Rights

FRG

GDR

GDR: A woman has the right to decide on termination. . . An abortion, including preparation and any postoperative treatment, counts as sickness for the purposes of employment and social insurance regulations. A mother with a child receives one-year leave with full pay.

FRG: [The mother] must find a physician who takes a decision [about abortion]. . . according to the grounds involved. . . . The mother requires written proof that she has received social counseling. A mother with a child receives six weeks before and eight weeks after birth with full pay.

FRG Basic Law: Preamble

FRG

The German people. . .conscious of their responsibility before God and men, animated by the resolve to preserve their national and political unity and to serve the peace of the world as an equal partner in a united Europe, desiring to give a new order to political life for a transitional period, have enacted, by virtue of their constituent power, this Basic Law. . .They have also acted on behalf of those Germans to whom participation was denied. The entire German people are called upon to achieve in free self-determination the unity and freedom of Germany.

G.D.R. Constitution: Articles 24 & 37

FRG

(1) Every citizen. . .has the right to work. He has the right to employment and its free selection in accordance with social requirements and personal qualifications. He has the right to pay according to the quality and quantity of the work. Men and women, adults and young people have the right to equal pay for equal work output.
(In 1966, women made up 49% of the workforce.)

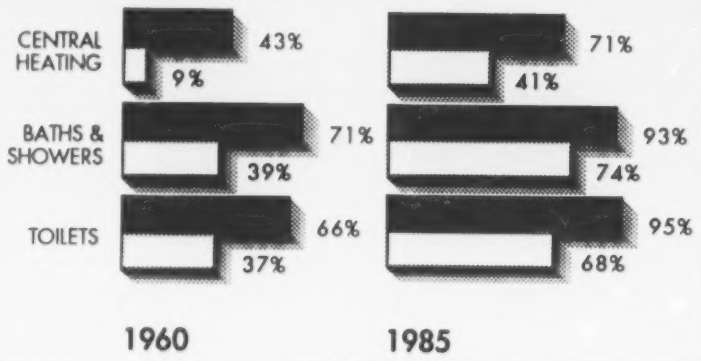
(1) Every citizen of the German Democratic Republic has the right to dwelling space for himself and his family in accordance with economic possibilities and local conditions. The state is obligated to implement this right by promoting the construction of housing, the maintenance of existing housing, and public control of the just distribution of dwelling space.

Handout 4C

HOUSING SITUATION

Equipment in % of Households in Both Germanys

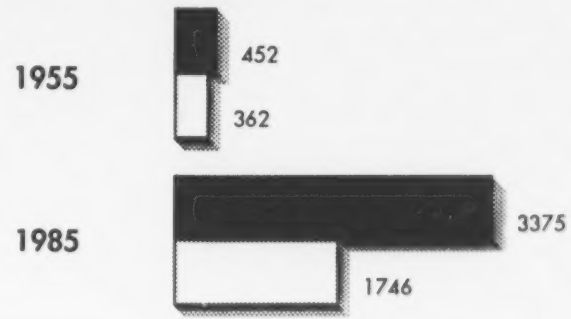
FRG
GDR



AVERAGE INCOME

Per Month For Workers In Both Germanys (In DM for W. Germany, M for E. Germany)

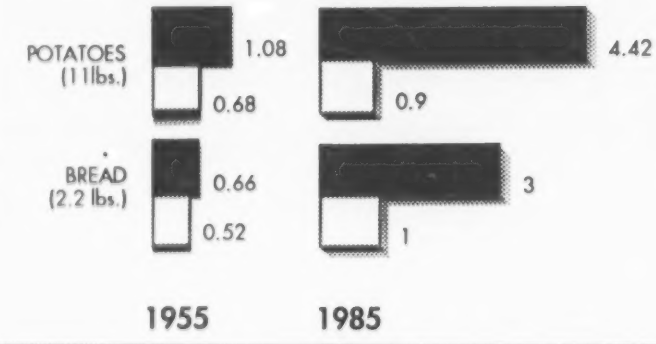
FRG
GDR



COMPARATIVE PRICES

Of Staple Goods In Both Germanys (In DM for W. Germany, M for E. Germany)

FRG
GDR



GDR Constitution: Preamble

GDR

In continuation of the revolutionary traditions of the German working class and in consequence of the liberation from fascism, the people of the [G.D.R.] have, in accord with the processes of historical development in our time, realized its right to socio-economic, political and national self-determination and is building an advanced socialist society.
Imbued with the will freely to decide its own affairs and to continue unswervingly along the road of socialism and communism, peace, democracy and international friendship, the people of the {G.D.R.} have given themselves this socialist Constitution.

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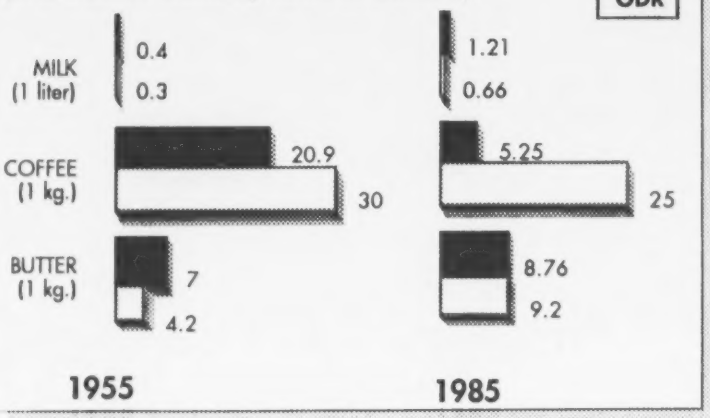
COMPARATIVE PRICES II

(In DM for W. Germany, M for E. Germany)

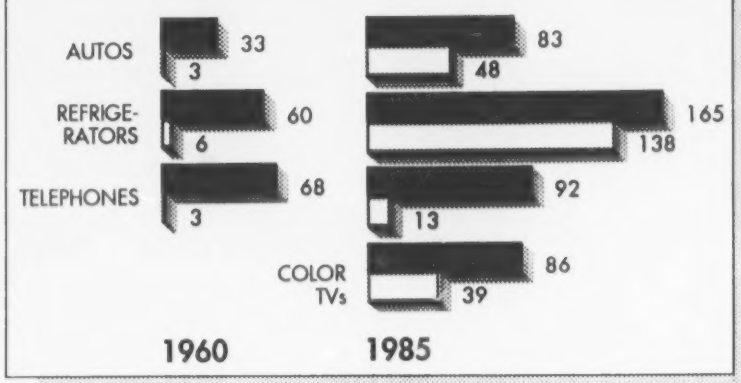
FRG
GDR



COMPARATIVE WEALTH

Number of Items Per 100 Households

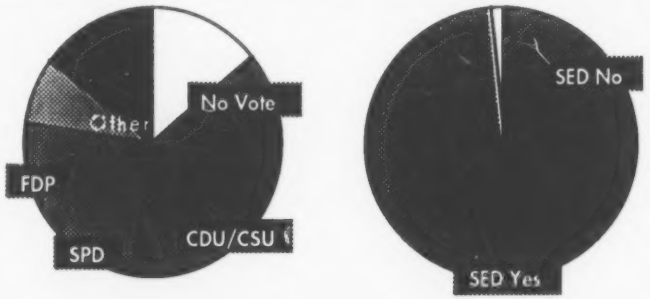
FRG
GDR



ELECTORAL PARTICIPATION

Results from Bundestag Election in Sept. 1953
And from Volkskammer Election in Oct. 1954

FRG
GDR



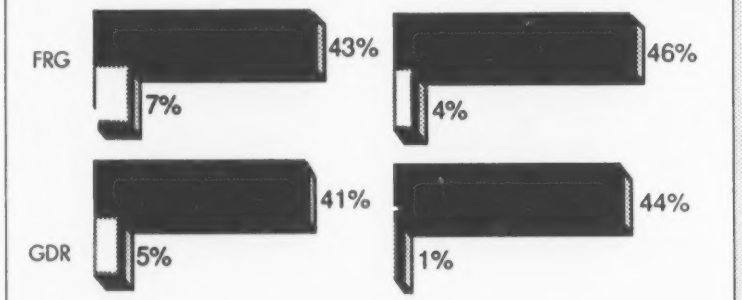
FRG: 28.5 mil voters
85.9% turnout

GDR: 11.9 mil voters
98.4% turnout

EMPLOYMENT

Percent of population employed and unempoyment rates in Both Germanys

FRG
GDR



The Game

1. Each of you should be in a partner pair or small group. Half of you will represent the East German team, and the rest of you, the West German team, so that each team is made up of several partner-pairs/small groups.

2. In your small group or pair, answer the questions *True* or *False* and write down as many reasons for your answer as you can find. If you think of reasons not on your cards, write these down too—any good reason might get points. Take your own notes.

3. The game will begin after 20 minutes. The two teams will take turns. When it is your team's turn, each of you may suggest answers for your team. You are then also allowed to correct the other team's answers or add to the reasons it has given to support its answer.

   - Every correct answer = three points
   - Every reason in support of the answer = one point
   - Corrected answers = three points
   - Additions to the other team's supporting reasons = one point

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Lesson Five

Exodus

Introduction

Organizing Question: *What were some reasons for the exodus of East Germans to West Germany?*

The exodus of East Germans to the Federal Republic which endured from the year of Germany's division until the Wall's construction in 1961 was repeated 28 years later in 1989. On the first day of this two-day lesson, students in partner-pairs use primary source materials to think of reasons for the massive immigration in the 1950s. They then discuss the East and West German governments' responses to the exodus. On the second day of the lesson, students conduct interviews with three East Germans about their personal reasons for leaving or staying in the GDR. Students use fictional character profiles and authentic 1961 interview forms to role play their parts. The lesson draws students' attention to the impact of immigration on relations between countries.

Objectives

The objectives of this lesson are

- to introduce students to the GDR's economic problems that caused the exodus
- to help students understand the difficult position experienced by East German refugees

Materials

- Handout 5A, *Exodus*, per student
- Handout 5B, *The Two Germanys: 1945-1954*, per student
- strips cut from Handout 5C, *FRG: Resource Strips* (see procedures)
- strips cut from Handout 5D, *GDR: Resource Strips* (see procedures)
- Handouts 5E-G, *Interviewees 1-3*, (see procedures)
- Handout 5H, *Interviewers*, (see procedures)

Procedures

The Exodus: 30 minutes

Students first read Handout 5A, *Exodus*, which introduces some of the causes underlying the exodus of East Germans to West Germany. Then in today's activity, East and West German student partner pairs will each receive one resource strip of East and West German letters, laws, or policy

statements. You will need to cut these from photocopies of Handouts 5C and 5D. Each strip should suggest one or more reasons for the exodus of East Germans to West Germany. Some of these reasons will be political, some economic, and some personal or social. Students then use their strips to answer a question given below.

1. Distribute one copy of Handout 5A, *Exodus*, and one copy of Handout 5B, *The Two Germanys: 1945-1961*, to each student. Handout 5B is to be used as a resource. Allow students time to read Handout 5A, and answer any questions they may have.

2. Divide the class into partner pairs. Give one strip from photocopies of Handouts 5C and 5D to each partner pair. Student pairs with strips #s 1-3 will represent West Germany, and student pairs with strips #s 4-6 will represent East Germany. Introduce the activity by reading the following passage aloud.

   Read aloud
   The West German government's role in the exodus of East Germans was two-sided. On the one hand, all East Germans were legally welcome in the Federal Republic: they were granted immediate citizenship and the rights of West Germans. On the other hand, the West German government realized that the steady stream of newcomers could create tension between the two Germanys by forcing East Germany into an awkward position. Although the East German government sought to improve the quality of life at home, morale among its people fell daily. Towards the end of the 1950s, it began to limit the freedom to travel to West Germany. Today's activity looks at some of the causes of the exodus and the measures taken by the two Germanys in response.

3. Allow students 15 minutes to read their strips and answer the following question on a blank sheet of paper. Students should use Handout 5A, *Exodus*, and 5B, *The Two Germanys: 1945-1961*, for help. The chronology lists details and events that may explain the exodus in some way. Notes they have from previous activities and handouts will also be useful.

   Question
   - What are three to five reasons for the massive immigration of East Germans to West Germany suggested by your resource strip?

   Students should take their own notes.

4. When students are finished, discuss their reasons before continuing into the next activity. Encourage students to support their reasons with examples or read their strips aloud to help others understand. Write these on the board under the heading: **Reasons for leaving**.

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Ask students to explain why not all East Germans left, and write some of these reasons on the board under the heading: **Reasons for staying**. Students might want to take notes on these—they will be helpful in tomorrow's role play activity. You might draw particular attention to strip #6, which expresses the GDR's view that refugees were lured away intentionally by the FRG.

Managing the Exodus: 20 minutes

In conclusion to today's activity, discuss some of the ways in which the East and West German governments might have responded to the exodus (procedures below). Try to focus the discussion on the impact such large-scale movements of people can have on countries and relations between them. Point out notable cases of immigration in the present or past, or suggest the connection to your country's immigration policy.

1. With students still in partner pairs, ask them to use a blank sheet of paper and write very briefly what they would have done if they had been *a)* the government of West Germany and *b)* the government of East Germany. To broaden students' perspectives, they should switch roles: those who had an FRG resource strip should imagine that they represent the government of East Germany, and vice versa. Allow 10 minutes. Write or suggest (aloud) the following East and West German policies, and discuss them with the class. All of these were in fact attempted at some point, with varying degrees of success or failure.

   East Germany
   - Order border guards to shoot escapees on sight.
   - Ease travel restrictions to parts of the Eastern bloc including the Soviet Union.
   - Intensify travel restrictions to non-communist nations on those under 65 years of age.
   - Speed up the collectivization of industry and agriculture to raise the standard of living.
   - Increase the number of western films, TV shows, concerts, etc. allowed in East Germany.
   - Increase the amount of propaganda directed against the West.

   West Germany
   - Increase financial assistance to East Germany in support of its economy.
   - Make jobs available to East Germans.
   - Offer to fly East Germans from West Berlin to West Germany.
   - Provide 100 marks to every East German the first time s/he visits East Germany.
   - Provide East Germans with automatic West German citizenship.
   - Provide free public transportation to East Germans.

   Discussion Questions

- Which of the above might have diminished the exodus? Exacerbated it?
- Which might have worsened relations between the two countries? Improved them?
- What impact can the large-scale movement of people have on nations that experience it?

Optional Journal and Homework

1. Today's journal activity is optional. The categories below are the most typical reasons interviewers heard in 1961 for the departure of refugees from East Germany. List some or all of them on the board and have students copy them down. Tell students that each category was a typical reason for the very large exodus of East Germans from the GDR. Then ask students to write a short essay in which they imagine the characteristics of the society that forced so many people to leave. The goal is not to accurately describe the GDR, but to reflect on the relationship between people and the country they live in. Essays should describe the kind of government and economy as well as social life found in the imaginary country. Students might mention books or movies, if they help describe this imaginary country. The assignment should help students understand the frustrations so many East Germans felt.

   "political prisoners"; "refusal of travel permit or of legal emigration to the Federal Republic"; "invitation to socio-political activity"; "reuniting of families"; "rejection of the communist methods of education or non-admission of children to secondary school"; "planning difficulties"; "orders to work as an informer"; "obligation to join the National People's Army or People's Police"; "rejection of ideology"; "suspicion of, or persecution on account of, relations with the West"; "conflicts in connection with collectivization"; "raising of standard output"; "desire for better earning and better accommodation"

   You might wish to explain the following terminology:

   "socio-political activity"—organized communist meetings and commitments.
   "planning difficulties"—difficulties meeting the demands of the economic plan (related to the planned economy).
   "raising of standard output"—difficulties meeting the increased expectations of work output.

   If you intend to complete the second day of this activity, you may wish to distribute handouts ahead of time (see the following procedures).

   As homework, you might have students search newspapers or magazines for an example of a current or recent event (exodus, immigration) related to today's discussion.

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Procedures

Interview: 25 minutes

In this activity, students role play three kinds of characters: an East German interviewee, an East German interviewer, and a West German interviewer. The East German interviewee suspects that the government might take drastic measures to stem the flow of refugees, and is considering leaving the GDR through Berlin (the Wall has not yet been built) before it is too late. The goal of the activity is to show students that immigrants have reasons for leaving and staying, and that they are caught in an extremely difficult situation.

It is up to the two interviewers to determine what personal reasons the East German has for leaving and staying. The point of the interview is for students to generate their own opinions about the situation. The two interviewers have different tasks: the West German interviewer should think about ways to attract the interviewee to West Germany, and the East German interviewer thinks about ways to keep the interviewee at home in East Germany. (This encourages students to apply what they learned yesterday to particular situations.) To conclude, students discuss their impressions of the choices that face the interviewees.

The three East Germans are named Lukas, Heiner, and Ingrid. Their profiles, while fictional, reflect some of the circumstances actually faced by many during the late 1950s.

You have the choice of doing this activity in small or large groups. You can either nominate three students to play the East Germans for the entire class, which is then divided evenly into East German interviewers and West German interviewers, or break students into groups of three, each of which contains one East German interviewee and an East and West German interviewer.

1. **For large groups:** Ask three students to volunteer as East German interviewees and give them each the character of Lukas, Heiner, or Ingrid (Handout 5E, 5F, or 5G). Seat them in the front of the room and divide the rest of the class into an East (GDR) and a West (FRG). Then distribute one copy of Handout 5H to each interviewer.

   For small groups: Count students by threes and distribute Handouts 5E, 5F, *or* 5G to each "One" (East German interviewee) in the small group. "Two"s are West German interviewers; "Three"s are East German interviewers; both "twos" and "threes" receive Handout 5H. Each group of three should then have one interviewee, and one West German and one East German interviewer.
2. Allow students time to read their handouts. Answer any questions they may have. The interviewees are to read their profiles aloud first, either to the class or to the two interviewers in their small groups.

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Interviewers then have 20 minutes to conduct their interviews as described in Handout 5H. Interviews should be informal: as the interviewers take turns asking questions, the interviewees make up answers based on what they think and know about the character they are playing. If the interviewees are reading their character profiles to the whole class, the interviews should proceed like a usual classroom discussion. Simply make sure that students are asking the right kinds of questions. Sample questions for the interviewers are provided on Handout 5H. It is important that the interviewees know that they are role-playing their character, so that they respond to the interviewers "in character."

Debriefing: 15 minutes

1. Conclude the activity with a discussion of the situations Lukas, Heiner, and Ingrid found themselves in. First list the reasons they had for leaving and staying in East Germany under the same headings you used yesterday. Discuss these reasons with the class, using the following questions as guides:

   Questions
   - How many of you would have left if you had been Heiner? Ingrid? Lukas?
   - What kinds of dilemmas are faced by immigrants? What personal choices do they have to make?
   - Do immigrants know what is going to happen to them if they stay or leave? What might that feel like?
   - What kinds of sacrifices do immigrants have to make?
   - Have any of you had this kind of experience?
   - Were East Germans leaving home? Were they immigrants or refugees?

2. Use the suggested list of East and West German government policies from yesterday's activity as a starting point, and ask students what government policies might have made life in the GDR easier and which policies might have only increased the scale of the exodus. Many of the policies undertaken by the East German government had an effect opposite to that which was intended. Discuss which these might have been, and why.

   Ask students what they learned from the role play about the dilemmas faced by immigrants.

Journal

1. Assign students journal entries as you did in Lessons Three and Four (see Lesson Three for directions).

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Questions

- Do you feel forced to leave by the conditions of your life in the GDR?
- How do you feel about your home?
- How do you feel about your identity an East German?

Perspectives

- You are an East German leaving for West Germany in 1960.
- You are an East German staying in East Germany in 1960.

US Foreign Policy

Q. How does US foreign policy usually respond to the large-scale movement of people?

A. The movement of people from one country to another has typically inspired sympathy in the American public, reminding the country perhaps of its own history as a nation of immigrants. Immigration can be fraught with hardship and danger, as is often the case in situations where people are forced to move by civil war, persecution, or natural disasters. US foreign policy has welcomed or otherwise assisted many of those viewed as victims of human rights injustices. Discuss cases of migration which have involved the US in some way, and bring up the Trail of Tears, in which many Native American Indians died in the process of being forcefully relocated. What causes territorial relocation? Who, if anyone, protects the rights of exiles? Why do immigrants often meet resistance or prejudice from other people/countries? What constitutes political asylum? Should nations' borders be open to all?

Theme: Immigration

In lesson three you discussed the Berlin blockade and airlift, which demonstrated the importance of movement—of goods, in particular. In lesson four, students began to see some of the inequalities which led, in part, to the exodus of East Germans out of the GDR. Today's lesson can be used to examine the immense challenge facing Europe—East and West—after Eastern Europe's political revolution. You should point out the fears many Western Europeans have of a large exodus of Soviets through Poland and into Western Europe. What impact might this have on Western Europe's plans to harmonize its border policies in 1992? Could Western Europe become a "fortress?" A related question has to do with countries that accept political refugees: who counts as a refugee? The challenge of immigration is confronting not only Europe, of course. The movement of populations from developing to developed nations is a global phenomenon that is likely to continue as long as there are inequalities between them. Discuss these issues with your class, and try to identify some possible resolutions.

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Exodus

From the 1950s until the construction of the Berlin Wall in 1961, East Germany faced a severe economic crisis caused by a massive exodus of its citizens. Between 1949 and August 1961, as many as 3.7 million East Germans and East Berliners left their country for West Germany, a number as great as the population of Norway (the GDR began with a population of 18 million). Many of the most qualified workers—e.g. doctors, engineers, students, and teachers—and many young people sought to make their fortune in the West. Half of the people who left were under twenty-five years old. In 1953, a riot broke out in Berlin due to frustrations with the socialist government. Soviet tanks suppressed the protest in two short, but unforgettable days.

Although each refugee had his or her own personal reasons for leaving the GDR, many were direct reactions to the government's policies. The closing of the border meant that visitors to West Germany had to travel through Berlin—a tiring venture. Other travel was restricted to Eastern bloc countries. Furthermore, the East mark was not worth very much in Western countries, and when measured against West German incomes and currency, East Germans had a standard of living at least 40% lower than their West German neighbors. In the work place, at school, and in apartment blocks, compulsory meetings and activities on the goals of socialism sought to strengthen public support for the government. Because they often had the opposite effect, the state employed a large and ever-present network of observers called the Stasi (state security) who watched and reported on anyone suspected of engaging in activities against the government. People's fear of standing out in public created a disquieting atmosphere.

For the majority who stayed behind, the exodus disrupted their daily routine as much as it did the East German economy. People sometimes kept appointments only to find that their doctor or dentist had left. Stores were often empty of goods *and* employees. To meet the chronic labor shortages caused by the exodus, the government came under increasing pressure to draw other groups into the work force. Full-time employees, often including women, retirees, and elderly—and most of them unskilled—had to work long hours to make up for the work left behind by those who had departed. Because many refugees were afraid to tell even their friends that they were going, a sense of unease pervaded daily life.

The West German government played an active role in the exodus of East Germans. Refugees from East Germany were immediately recognized as West German citizens and received all the usual housing, medical insurance, and educational benefits. Moreover, the West German government helped East German workers find jobs and homes. (Many of these people left through Berlin, the border with West Germany having been sealed since 1952.) The GDR in fact claimed that West German spies lured young people away with the intention of weakening East Germany.

By the late 1950s, the East German government realized that it was in second place behind West Germany and was rapidly falling further behind. Walter Ulbricht, the GDR's leader, knew that East Germans were aware of this. The loss of skilled professionals, and then, after the acceleration of agricultural collectivization, the loss of farmers almost paralyzed the economy. The Seven Year Plan, which was to improve the GDR's economy through increased planning and centralized control, forced workers to produce more than before, and was soon very unpopular. In order to keep people at home, and to successfully complete economic recovery, Ulbricht began imposing restrictions on travel. Still, people left through Berlin. By 1961, the country was at a breaking point.

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The Two Germanys: 1945-1961

May 8, 1945	Nazi Germany surrenders to the Allies—the United States, Great Britain, France, and the Soviet Union—who exercise authority in the parts of Germany under their control.
June 24, 1948	In an attempt to drive the Western powers out of the city, the Soviet Union imposes a blockade on West Berlin. Until May 12, 1949, the US and Great Britain airlift as many as 13,000 tons of food daily to Berlin.
Sep. 20, 1949	Konrad Adenauer becomes the West Germany's first chancellor.
Oct. 7, 1949	East Germany is officially established as the German Democratic Republic under the leadership of Walter Ulbricht. By the end of 1949, 129,245 people have left the GDR for the FRG.
March, 1952	A Soviet offer to merge the Eastern and western zones of Germany and create a neutral, disarmed Germany is rejected. 363, 436 people have left the GDR since the end of 1949.
Mar. 6, 1953	Joseph Stalin, Soviet leader since 1928, dies. In March, 1955, Nikita Khrushchev has prevailed in an internal dispute and become the new Soviet leader.
June 17, 1953	A large uprising in East Berlin is triggered by food shortages and strict production quotas. Soviet military forces intervene to quell the uprising.
October, 1953	331,390 leave the GDR.
1954	184,198 leave the GDR.
May, 1955	West Germany joins NATO. The Warsaw Pact is founded, with the GDR as one of its members. 252,870 leave the GDR.
Dec., 1956	A law passed in the GDR threatens those caught leaving with up to 3 years' imprisonment or a fine. 279, 189 leave the GDR.
July, 1957	261,622 leave the GDR.
Nov. 27, 1958	Tension over Berlin increases when the Soviet Premier Nikita Khrushchev publicly tells the US, France, and Great Britain to withdraw troops from Berlin. 204, 092 leave the GDR.
1959	143,917 leave the GDR.
April, 1960	One year into a Seven Year Plan, collectivization in the GDR accelerates rapidly. Already, about 90% of total industrial output is from nationally-owned enterprises (collectives) and 50% of arable land is collectivized (LPGs). Between March and May, the percentage of refugees who are farmers—many of whom resist collective farming— jumps from 6% to 11%. 199,188 leave the GDR.
August, 1961	18,872 engineers, 18,661 teachers and professors, 5,678 physicians, dentists, and veterinarians, 995 pharmacists, 833 lawyers and judges and 513,087 skilled and semi-skilled workers have departed the GDR since 1952. Between January and August 1961, 159,730 have left the GDR. The FRG will later admit that from 1950 to 1964, a half million "West Germans" moved to the GDR. One-third to one-half were originally East Germans who had fled and decided to return.
Aug. 13, 1961	East German tanks and border troops close the East-West Berlin border. Construction of the Berlin Wall itself begins immediately.

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FRG: Resource Strips

1. Scientist, University Lecturer, Reader for a publisher of scientific books; aged 37, single, 1960.

"The direct—that is, the active—reasons which forced me to leave Central Germany, are very varied. I would like to put them down briefly, without making a complete list.

- There is no possibility of achieving development into a personality.
- To live there constantly cannot be expected of anyone who thinks and is open-minded. Anyone who is not possessed of inward, philosophically well-founded steadfastness, will succumb—at least outwardly—to the manifold variations of political compulsion he encounters, and will accept the constant humiliations.
- The working population is deprived of the fruits of its work by wrong planning and obstinate adhesion to dogmatic principles.
- Fear is the principle inherent in the communist ideology of East Germany.
- You have no chance of intervening actively in political life—unless it were at the expense of your own life. Nobody can be expected to spend an entire life in passive resistance."

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2. SED member employed in a People's Enterprise in Dresden; aged 47, married, 2 children, 1960.

"I fled for the following reasons: years of exposure to political pressure, constant observation and censorship of all the mail, unsatisfactory conditions at work, incessant lies, phrases, constant lying promises to the population, arrest after my first attempt at flight on 28th October 1960, the subsequent 7 weeks' imprisonment by the State Security Service in Dresden, fear of renewed arrest due to the conviction to be anticipated in January—February 1961. Moreover, I wanted under all circumstances to prevent my sons (aged 13 and 10) from becoming infected by the communist ideology."

✂ ✂ ✂ ✂

3. Personal information unavailable, 1960.

"The propaganda was harmless to start with. The real pressure set in only on 6th March, 1960. Six to eight men came every day and demanded that I should join the LPG [agricultural collective], giving the most varied reasons. Often they came two to three times a day and stayed till two o'clock at night. Policemen, SED [Socialist Unity Party] officials and the like, were among the recruiters. The methods used for this propaganda varied. Kettle-drums, trumpets, speaking choruses, groups of singers, and leaflets were used in these drives. During these three weeks I had to undergo about 60 interrogations or discussions with these "Red Brigades." First came invitations, then orders, and finally threats. The Bürgermeister took the attitude that 'We are the State, and we have the power!'

They also informed me that they had ordered my son in writing to see that his father signed up for the LPG. My son was studying at Dresden Technical College, and they said that if I refused my son would be discharged from the Technical College.

. . . I and my family fled to West Berlin on 1st April."

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GDR: Resource Strips

4. The Seven Year Plan.

In 1959, the GDR announces the Seven Year Plan, which is to guide the economy from 1959 to 1965. It "consists in raising labour productivity in all branches of economy to a maximum, lowering production costs by means of rapidly advancing towards the highest standards of scientific and technical development; this will create the material and technical basis for the victory of Socialism. . .

The Seven Year Plan envisages the solution of the fundamental problem of catching up with and surpassing West Germany with regard to labour productivity, by means of the extensive reconstruction of the most important branches of our national economy, by the rationalization of production and by means of fully unfolding the creative initiative of the working people. All the necessary conditions are to be created, moreover, for clearly proving the economic superiority of the socialist over the capitalist system by raising the productivity of labour and increasing output. . . .

The achievement of the ambitious aims of the Seven Year Plan will bring about a profound transformation in the socialist and cultural life of the German Democratic Republic which will lead to the full unfolding of socialist life and socialist personality. In this way the German Democratic Republic will to a growing extent become an attractive example for the working class and the whole population of West Germany. "

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5. Law to Amend the Passport Law of the GDR, December, 1957.

(1) Any person leaving or entering the territory of the German Democratic Republic without the required permit, or not adhering to the destinations, routes or periods of travel prescribed for him, shall be punished by imprisonment up to three years or by a fine. (2) In like manner, shall every person be punished who by false representations acquires for himself or for any other person a permit to leave or enter the territory of the German Democratic Republic. (3) Preparation and attempt shall be punishable.

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6. Minister of the Interior, German People's Police, Berlin, May, 1954.

In consequence of the new course and the intensified peace policy of our Government, our German Democratic Republic is consolidating itself and is gaining the confidence of the entire German people to an increasing degree. In combination with the growing repression and impoverishment of toilers in West Germany, this fact causes the number of fugitives from the Republic to decrease constantly, while that of the returnees and newcomers from West Germany is constantly mounting.

The American and Bonn agent headquarters are therefore attempting to organize escape from the German Democratic Republic by every means. In doing so, they apply the craftiest methods, luring skilled workers to West Germany, spreading rumours, or frightening citizens and prompting them to flee the Republic by means of threatening letters or telephone calls.

The aim of the Adenauer regime is to make use of the fugitives from the Republic for its criminal ends, to send them to the German Democratic Republic as agents or spies, or to utilize them as job-killers and strike-breakers, or as mercenaries, in order thus to continue its policy of aggression against the German Democratic Republic and all peace-loving states and to block the unification of Germany as a peace-loving, democratic state. The German People's Police must counter this activity on the part of the class adversary more open. . . [original document illegible] than in the past.

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Interviewee 1: Lukas

My name is Lukas. I am eighteen years old and almost finished at the Friedrich Engels college prep school in East Berlin. My family and I live in a small house in Weissensee, a ten-minute bus ride from the city. We are lucky to live in a house; most people in our country rent small, cheap flats in housing projects built by the government. Our house has belonged to my family for generations, and it survived the terrible bombings of 1945. When our country was formed in 1949, the communist party kicked the rich people off their estates to make things more fair. Fortunately, our family isn't rich: my father is an engineer and my mother is a teacher.

Enough history. I wanted to tell you about something else. Things are crazy here, and people are leaving in greater numbers than ever. There is talk of a war breaking out between the United States and the Soviet Union, because the Soviet Union wants the Americans, French, and British out of Berlin, and they refuse to leave. Now there are rumors that the Communist Party will seal the East German border to West Berlin. I don't think the Americans would allow that to happen, and we Berliners certainly wouldn't. No government can simply build a wall around its population, especially when the people it would be separating speak the same language. Some of them even come from the same families. If the government built a wall, this would take away whatever public support the communists have. But some of my friends at school say that if the border is sealed there will never be another chance for us to leave, and that if we are going to be stuck on one side or the other, it might as well be over there. My friend Karl and his family have already left. It's all made me really confused.

Berlin's the greatest city and I can't say which side of it I like the best. I think of it as one—not divided like the rest of the country. We can buy anything we want from the West—food, clothes, radios—as long as we can afford it. The only things we cannot bring over are books and newspapers. I guess if I were in the government, I would allow the people to read whatever they wanted. If they're afraid of the ideas we might get from reading western books, taking away the freedom to is even worse. Anyway, we can listen to West German radio. I have been to the West, and seen their fresh fruit and their better clothes and stuff. But they have more crime and more unemployment there too. They always work and they think too much about things and status and money.

Still, life is far from perfect here. The government here boasts about the great "socialist democracy" it has achieved. So many of the lofty ideas that our government throws at us all the time are far from the reality here. We are always afraid that something will happen to us if we speak out in opposition—like in 1953 when they sent in Soviet tanks. So even though we're the "German Democratic Republic," we don't have democratic elections. When you vote here, you go to the polling station and there are two choices. Either you vote for the communists or against them. And only the candidates approved by the Party are on the ballot. If you vote for the Party, you fold the ballot and drop it in a box. If you vote against the Party, you walk over to the end of the room and drop it in another box. Standing next to that box is a policeman. If you tell a joke about the Party to the wrong people here, you could go to jail.

I want to be a writer someday, but the government wants more engineers and doctors. I don't know if I could become a writer in the West, 'coz in the West it seems difficult to get money unless your books are really popular. Supply and demand, or something like that. I mean the government doesn't pay to keep writers alive! No, the competition in the West would be too chaotic for me. I wouldn't want to write if I just had to compete with other books. And here at least there's none of that.

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Interviewee 2: Heiner

My name is Heiner, but friends call me Heinz. I was born in a tiny village called Frankenau shortly after the First World War, in the region then known as East Prussia. Today it is part of the Soviet Union, and both our land and the tiny village disappeared long ago. I had just turned eighteen when the war started in September, 1939. I fought for the German army in Poland, France, Greece, and finally the Soviet Union, where I was taken prisoner in the city of Stalingrad along with 700,000 other Germans. Because I was just a foot soldier, I was lucky and spent only four years in a prisoner of war camp. When I was released, my Germany had been moved fifty miles east. After looking for several months, I found my family and joined them. My father had died in the war, but my mother and two brothers settled and received a parcel of land in the Saxon village of Lauchhammer. We know the land and the seasons here, and the neighbors are good friends. My brothers and I managed to merge our lands into a big farm, and until last year we sold turnips, potatoes, and cabbage on the markets in Cottbus and Dresden.

In 1960, when collectivization of farms was made the law, the government took our land. Many of us protested, but in vain. The party (the communist party) says collectivization will increase the productivity of the country. They couldn't be more wrong. I don't know anybody who wants to work on a collective, where the profits go to the state. Why should anyone care about their produce if it isn't theirs to have pride in? My brothers and I now work on a collective farm. We work the same hard hours, but the government gets all the money. We no longer get to decide what to cultivate, and much of what we produce rots on the way to the market.

I am not an educated man, and I do not understand socialism. My business is farming. But the government took away my farm in the name of socialism and increased production and prosperity, and I think that was wrong.

Perhaps socialism *is* good for some people. But it has hurt me and my brothers. We are poorer now. To get West German news on the radio every day and hear about how great they're doing is unfair. Now officials think they know more about farming than the farmers. But if the West Germans can transport food all the way to West Berlin, why does ours rot before we even get it to the next town? Because the government thinks it can tell us what to grow and manage transportation too. It doesn't see that we are the ones who work the land, and we have more dedication to it than they ever will. Soon they will see that collectivization is all wrong.

Oh, I forgot to say that I have relatives in the West. Because there is less farming in West Germany, all of my relatives are in the coal mines in the north. How terrible. But every year at Christmas they send us cakes, chocolates and coffee. . .we've never seen each other, and I don't suppose we ever will.

I've heard that the government might have to close the border if people keep leaving for the West. Now might be the last chance to leave the country, which would probably mean giving up farming. I'm not too interested in working *below* the ground. Even though we're all Germans—here and over there—any other job would be as foreign to me as moving to another country.

I am afraid that if I were to leave, my brothers would lose what they have. Factory work would bring them unbearable misery. But we haven't spoken about this in the family. Perhaps it's not fair for me to make all of the decisions. I have a family of my own of course, and perhaps my sons would rather try things out in the West.

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Interviewee 3: Ingrid

My name is Ingrid Brinkmann. I'm thirty-two, and I live and work as a construction supervisor in Potsdam, near Berlin. My daughter, Leah, and my parents live with me on the outskirts of town in one of the new high rise apartments I helped to build. My husband is an auto mechanic, and though we have been divorced for several years, he still comes to visit Leah. I don't use the government-provided child care simply because I don't need it.

As a mother, I receive pay from the government to help me raise my daughter. By our standards my job pays well. My parents are both retired and they receive pensions from the government. If they lived alone it would be more difficult for them. Of course, our apartment is small. We have no phone, and when we want to shower or use the bathroom, we need to share the one in the common hallway. But everyone on the floor has agreed to a schedule so that each family gets to use the bathroom in the morning or evening.

As a supervisor, I have to work long hours and represent the workers below me in regular union meetings. Most of the other men and women in the union are in the communist party. We often argue about the pressure that is on us to finish construction projects on time. Sometimes it's impossible to motivate my crew!

Basic goods such as bread and potatoes are fairly easy to come by here, but there are always shortages and lines. I have no car, although I applied for one five years ago. Our neighbors waited ten years for their little Trabi! And then there are all kinds of things which are always tough to find. All of a sudden they will simply appear in a store, and then disappear again for weeks or months at a time. Stockings, soap, or children's shoes, for example. Sometimes you even stand in line without knowing what it is you're waiting for. I have friends in a lot of stores who let me skip to the front of the line. Then if they get some kind of plumbing or construction problem, I fix it for them. It's really funny going over to do construction work for some of my male friends—they get so embarrassed they even try to cook dinner! And that's something else worth mentioning. Over here we are so careful in public that when we're with friends we really open up. Close friendships matter a lot to us because they're everything we have. Everyone I know is in this underground market somehow. The government says it doesn't exist, but politicians themselves would be lost without it.

Whenever I get away from work, I take my daughter Leah to West Berlin. Everything in West Berlin is more colorful, but it's more expensive too. They don't take our East German Marks there except in movie theaters and concert halls, so we have to exchange them for West German Deutschemarks at rates of four or five to one. When I save enough money, I can sometimes buy some clothes or shoes for Leah, my parents, or even myself. Then my friends think it was sent by my relatives; sometimes they get jealous if they don't have relatives over there. People in West Germany seem to have a lot of gadgets and useless things. But everything *looks* a lot better over there. The things we make here would never sell over there. Except for simple things: pens, paper—I think they're made for export.

Many of us wonder how much longer Berlin will remain open. At my work place, there are spies everywhere, trying to get information about who may be thinking about leaving. I have been approached by secret police demanding that I spy on my workers. Last month, two members of my crew left. People are leaving because they are afraid they might not get another chance. But if they leave, the government will have no choice but to close the border. I sometimes wonder if life would be better for my family in the West. Our newspapers and radio always talk about the level of unemployment and discontent in West Germany. I don't know if that's true, but I also don't know if I could get a job over there. I don't think that there are many women there in construction.

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Interviewers

As an official interviewer, you are to determine whether or not your interviewee (Lukas, Heiner, or Ingrid) might leave the GDR. First discover what the incentives (reasons) the person has for leaving and staying, and then think about the policies your government (West or East German) might undertake to either draw them to the West or keep them in the East.

1. On a blank sheet of paper, write the interviewee's name, and two headings: **Incentives to leave the GDR** and **Incentives to stay in the GDR**. Ask the interviewee questions like "How important are material possessions to you?" or "Would you be prepared to leave your East German friends?" Under each of the headings take notes on the interviewer's reasons for leaving or staying. Ask difficult questions to get an idea of how the person has been affected by the East German government's policies (use the list below for ideas). You and the East German interviewer have a total of *20 minutes* to share this interview.

   Sample questions for Lukas
   - What do you have against material goods? Wouldn't you like to have the things you see in the West when you go to West Berlin?
   - You talk about freedoms. How and what should the government and society change?
   - Won't you regret your decision if the border is closed and you aren't able to visit West Berlin anymore? What about your friend who's already there?

   Sample questions for Heiner
   - Shouldn't you be concerned about what your sons are going to do with their lives? Will they want to work on a collective farm?
   - Why haven't your relatives in the West made more of an effort to see you?
   - Would you have any reasons to leave the GDR if the collectivization program were ended?

   Sample questions for Ingrid
   - Do you enjoy being a construction worker?
   - If people are leaving because they are afraid that it's their last chance, what would stop them? Will tighter security stop them?
   - If East Berlin were like West Berlin, would you like it?

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Lesson Six

The Wall, 1961

Introduction

Organizing Question: *Why was the Berlin Wall constructed, and what did it come to symbolize?*

This handout on the Berlin Wall contains a readers' theatre on Berlin, 1961, and several optional reading and writing activities based on selections of Peter Schneider's *The Wall Jumper* (included). Although the readers' theatre has been designed to take only one class period, students will be more prepared to read their parts if they can read the entire handout beforehand. The performance itself is simple, and no stage directions are necessary. A debriefing at the end of the lesson plan uses questions directed at each particular character.

Objectives

The objectives of these activities are

- to describe the actual construction of the Wall and cover the reactions of Berliners and key political figures
- to engage students in thinking about the division of Berlin
- to stage a simple readers' theatre in which students play reading roles
- to help students interact with literature (optional)

Materials

- Handout 6A, *Readers' Theatre, 1961*, per student
- Handout 6B, *The Wall Jumper: Selections*, (see procedures)

Procedures

Readers' Theatre 1961: 20-25 minutes

An introduction to readers' theatre as a teaching strategy has been provided in the Unit Introduction. You may wish to read it before proceeding with today's activity.

1. Tell students that they are going to do a simple readers' theatre on the construction of the Berlin Wall in 1961. In a readers' theatre, students take reading parts but not acting parts. In this Readers' Theatre on the Berlin Wall, there is no action and there are no stage directions. The success of the readers' theatre therefore depends entirely on the engagement of the student in his or her role.

In this readers' theatre on the Berlin Wall, a number of political documents, magazine articles, speeches, interviews, and historical accounts have been selected to create a 20-25 minute dramatization. Quotation marks have been used to indicate the primary source quotes and excerpts. The facts, dates, and events are accurate, and all characters are real (Pindur's name was changed).

Though it should not be necessary to rehearse the script, reading will proceed more smoothly if you do so. Your students may later wish to perform it again for an audience using action, stage directions and props (e.g. banners, barriers, microphones, and TV cameras).

2. Give each student one copy of Handout 6A, *Readers' Theatre*, and begin assigning roles. See the character list on the *Readers' Theatre* handout for the distribution of roles. There are eighteen named parts and several anonymous East and West German citizens. Depending on the size of your class, you can either double up some of the roles or have some students as the audience (see *About Readers' Theatre* in the Unit Introduction).

   Suggestions
   - If you double up the roles, the two students should split the script into a first and second half.
   - If some students are left as the audience, assure them that they will be important contributors to the debriefing.
   - The part of narrator should either go to the teacher or to a student with good reading skills.

3. As soon as students have their roles, position them in the classroom so that the performance will have dramatic effect. The character list will help you decide where to position students.

   Suggestions
   - Group the historians, announcers, East Germans, and West Germans separately so that they are easy to recognize.
   - Stand East and West facing opposite each other for dramatic effect.
   - Seat the announcers at desks at the front of the room to create the image of a news desk.
   - Position the narrator in the center, so that s/he gives the performance a focus.
   - If there is no audience, performers should stand in a rough circle so that they are all facing each other; otherwise, they should face the audience in a semi-circle.
   - Create individual flags or labels so that each character is easily identified.

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Allow students 5 minutes to look over their lines. Before beginning, have them introduce their character names so that the performance is easy for others to follow.

Students should
- Be ready for their turns.
- Look up and make eye contact when speaking their lines.
- Speak *slowly*, clearly, and expressively.
- Speak with emotion and expression.

Debriefing: 20-25 minutes

1. With students still in character, debrief the readers' theatre. Ask the student performers some of the following questions, and encourage others to offer their reactions. Engage the audience in the discussion.

President Kennedy
- What was the United States' interest in Berlin?
- Do you think your decision not to escalate the crisis in Berlin was wise?

US Army Captain
- How do you feel about Peter Fechter's death?
- Do you think the presence of US troops made Berlin a safe or dangerous city?

US Adviser
- What advice would you give your president next time?
- Did the crisis simulation you described prepare you for the real thing? Is it possible to prepare for these kinds of crises?

Marcus Pindur
- What was your first reaction when you learned about the Wall?
- What might you have said if you had talked to your uncle on the phone after the construction of the Wall?

Ulbricht
- Did you have any alternatives to building a wall?
- Did you believe your own official explanation of the exodus?

East Germans
- Did Ulbricht, your leader, understand your feelings about the GDR and the causes of the exodus?
- Did he have any choice other than building the Wall?

Konrad Adenauer
- As Chancellor of West Germany, could you have done anything to prevent the construction of the Wall?
- Why was the Wall an "admission of [East Germany's] bankruptcy?"

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West Germans

- As West Berliners, were you satisfied or disappointed with the Western response to the Wall?
- What did you think of East Germans on the other side?

Announcers

- Did you take sides while telling the news—was there bias?
- How do you think the event was reported in the GDR or in the USSR?

Historians and Audience

- Did you (historians) give a fair representation of American, Soviet, and East and West German historical perspectives?
- What did you learn from telling this history?

General Questions

- Why did the GDR choose to stop the exodus with the construction of the Wall?
- How long do you think Berliners expected the Wall to last?
- Do you think the US media coverage gave fair representation to the official Soviet or East German views, and vice versa?

Readers' Theatre Questions

- Was the readers' theatre a good way of learning about the Berlin Wall?
- Can you think of other ways to use readers' theatre?
- What made the greatest impact on you (address to the class)?
- Would East Germans have thought the readers' theatre distorted "the facts?"
- Who do you think had the most difficult role in real life? Explain.

Adaptations

1. If you wish to repeat the readers' theatre or try an adaptation of it next time, there are a number of ways to enhance its function as a learning experience:

    - Ask students to switch roles (i.e. from East to West) after the first performance. What do they learn by doing so?
    - Have students rewrite or add to parts of the readers' theatre. What do they choose to change?
    - Have students in the audience answer the above questions in place of the student readers.

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Journal

1. Assign students journal entries as you did in Lessons Three, Four, and Five (see Lesson Three for directions).

   Questions
   - What impact does the Wall have on your everyday life?
   - Do you think it could have been avoided?
   - What will it take to bring down the Wall?

   Perspectives
   - You are an East German with family in the West.
   - You are a West German with family in the East.

US Foreign Policy

Q. What did the construction of the Berlin Wall represent to the United States?

A. The construction of the Berlin Wall was a moment of failure for the United States. It not only seemed to finalize the division of Germany, it also demonstrated to policy makers the difficulty of intervening in the internal affairs of other countries. The US was unable to prevent the construction of the Berlin Wall, and unable to bring it down in the years that followed. This was difficult for some to accept. For the United States, which considered itself the more powerful of the two superpowers, it was an important lesson.

Q. How committed was the US to German unification?

A. German unification was a professed policy goal of many US presidents and political figures. The Wall represented a violation of human rights, and such violations imposed upon people by undemocratic governments were targets of US foreign policy. During the late 1960s and the late 1980s, however, West Germany seemed to accept the existence of two German states. The United States, and other Western powers, seemed to go along with this. This said to some people that if US foreign policy was built out of lofty democratic principles, policy-makers themselves and their administrations did little to put them to practice. Discuss the importance of such political and ethical principles. Can they actually provide the basis for behavior?

Themes: Borders

The Berlin Wall was perhaps the most distinguished border in history. Its existence pointed to the ability of people, especially when acting through a sovereign nation, to separate themselves from other ways of life. Whether this occurs through fear or through superiority, the use of borders in world history is prevalent. Where physical borders have disappeared, (e.g. state or province borders in most countries), other means of excluding people (and goods and ideas) are found. Discuss other famous borders, and some of the other ways in which people separate

themselves from each other. Ask students whether they think the "globalization" of the world and its cultures could ever bring an end to this human pattern.

Read the questions and suggestions in the following writing exercises for additional world and US history themes.

OPTIONAL

Procedures

Literature Selections: 45 minutes

The selections from Peter Schneider's *Wall Jumper* reprinted on the following page contain many of the themes you will have raised through the course of this unit. We have included them to encourage the use of literature in the social studies. It is a common practice in English/Language Arts classes to approach literature using the "into," "through," and "beyond" format. One gets "into" the text by introducing the themes it contains. Students then get "through" the text with questions that make sure they understand the text itself. They then get "beyond" the text with questions or activities that develop the themes even further.

1. Handout 6B, *Literature*, contains three selections from Peter Schneider's *The Wall Jumper*. Each of these can be used separately for an in-class writing exercise. The following are some suggestions on how to conduct the writing activities.

    - The writing exercises and activities will be easier if all students receive the same literature selection.
    - The exercises use techniques that develop memory and reflection, monologue, dialogue, narrative, and essay writing skills. Because students may have a preference for a particular writing style, we have provided a variety of exercises from which to choose.
    - The writing exercises have been organized according to the into/through/beyond approach to literature.
    - Exercises can be logged as journal entries, conducted as interviews, displayed on the wall, acted out live, recorded on audio tape, or videotaped.
    - Creative uses of literature might use the following forms: poetry; parables; dreams; correspondence; biography; diary.

2. Distribute one of the three selections to each student and choose from the activities below.

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Into the Text: "Arrival in Berlin," *THE WALL JUMPER*

1. Set the context of this literature selection by exploring some relevant themes.

   Questions
   - What does citizenship mean to you?
   - What is a capitalist like?
   - Imagine yourself in an airport at a foreign country. What are some of the first things you need to know?
   - How will you communicate with people?

Through the Text: "Arrival in Berlin," *THE WALL JUMPER*

1. Before beginning an activity, discuss and make sure that students have understood the text.

   Questions
   - Have you ever been in a similar situation while crossing a border or spending time in unfamiliar surroundings?
   - Why might the West appear without any details on East German maps?
   - Why is the West German unable to use the East German telephone?
   - How does the author describe some of the differences between East and West Germans?
   - Where is the author from? How do you know?
   - What does the author think the Wall did to Germany's unity?

Beyond the Text: "Arrival in Berlin," *THE WALL JUMPER*

Choose from the following activities. Copy the assignments (including the questions) from this page onto the board or distribute them as handouts. The directions have been written to the students.

1. Develop the conversation between the two characters further. Try to use their accents. Use these questions as guidelines:

   - What do the two want to know about each other?
   - Do they trust each other?
   - What are their similarities and differences?
   - What kinds of misunderstandings can be created between people with different accents?
   - How long do they think the Wall will continue to divide Berlin?
   - Locate the regions of Germany that are mentioned in the story.

2. In groups of three, make a brief presentation—a play, perhaps—out of this selection of *The Wall Jumper*. After reading the selection, plan out a brief act in which you first set the context by summarizing

Schneider's story. Then act out the conversation using accents (be creative), the map, and other props for effect. Write your own ending.

- As the two characters head off in different directions, one of them turns back, saying, "Hey, wait a minute, why do we have to go in different directions anyway?" You continue.
- Have the two characters debate the relative merits of capitalism and communism.

for a group of three:

- One of you narrates the story while the other two perform the conversation.
- A taxi appears. "Berlin," say the two characters to the driver as they climb in together. You continue their conversation.
- The two of you are at the East-West Berlin border when the author tries to convince a guard to let his East German friend into West Berlin for a visit.

Into the Text: "Kabe's Story," *THE WALL JUMPER*

1. Set the context of this literature selection by exploring some relevant themes.

   Questions
   - What is a border? What are some different kinds of borders, and what are their purposes?
   - Are all borders fortified and guarded?
   - What are some borders you cross every day? Every week; month; year? What are some borders you are not allowed to cross?
   - Are some borders right and others wrong?

Through the Text: "Kabe's Story," *THE WALL JUMPER*

1. Discuss what happens in this selection to make sure that students have understood the text.

   Questions
   - Why did West Germany not recognize the border with East Germany?
   - What was meant by "border provocateur?"
   - Why would East Germany have paid Kabe to jump?
   - What basic right was Kabe exercising?
   - What conclusions did the East German newspaper come to? The West German paper?
   - Why was the Wall was sometimes known in the West as the "Wall of Shame?"
   - Why did Kabe strain German-German relations?
   - What was Kabe's explanation for his habit, and does it make sense to you?

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Beyond the Text: "Kabe's Story," *THE WALL JUMPER*

1. Imagine yourself as an East German border guard on duty when Kabe leaps over the Wall and begins running toward your post. Because Kabe is jumping the Wall from West to East, he cannot be considered an East German escapee. Summarize and describe your reactions to the situation in the daily report to your supervisor.

    - What do you (guard) do?
    - Do you try to stop Kabe? If so, how and why?
    - What will you say to your superiors?

2. Describe one of Kabe's jumps from the point of view of the Wall or from the point of view of Kabe's running shoes.

3. Write an internal monologue about why you want to jump the Wall.

    - Why is "simply getting to the other side" enough reason to jump the Wall?
    - What is a border and why do you want to draw attention to this one in particular?

4. Kabe has just completed another jump, and is in the custody of the East German police. Announce the event on the evening news as a radio newscaster or TV anchorman. Kabe is with you live in the studio. Write your introductory comments and then have a friend act out Kabe's part and perform the news broadcast for the class.

    - Decide first of all whether your broadcast is taking place in East or West Germany.
    - Is Kabe a hero of any kind? Is he a criminal?
    - Is this more embarrassing to East or West Germany, and why?
    - What kind of satisfaction does Kabe get out of jumping the Wall?

5. Imagine that it is the night of November 9, 1989, the night the Berlin Wall was opened. Interview Kabe as you find him, standing on the Wall amongst throngs of celebrating East and West Berliners. Write the interview. Have a friend act out Kabe's part and perform the interview for the class.

    - How would you introduce him to your television or radio audience?
    - What is his reaction to the situation? What does he do?
    - What are the East Germans who recognize him saying to him?
    - What does he say to the border guards?

6. On one fateful day during Kabe's now regular jumps, an East German border guard mistakenly shoots and kills Kabe. Write the obituary as it would appear in an East or West German newspaper.

7. Make a poster on a normal sheet of paper for a new film about the Berlin Wall, in which Kabe is the main character. Include the film's title, some brief reviews of the film, and something that describes what the film is about. Try to find some appropriate images in magazines or newspapers.

   On another sheet of paper, write a review of the movie's debut. Try to include everything a movie goer might want to know. Can you convince readers to see this movie about the Berlin Wall?

Into the Text: "Checkpoint," *THE WALL JUMPER*

1. Set the context of this literature selection by exploring some relevant themes.

   Questions
   - What do border guards sometimes look for at border crossings?
   - What are you supposed to declare to customs officers?
   - What is smuggled into your country? What should be allowed? What should not be allowed? What is the purpose of a border?
   - What might East German border guards have looked for in vehicles entering from the West?
   - Why do nations have a right to determine what is allowed to be brought across a border?
   - Will borders always have guards? What kinds of borders can you imagine?

Through the Text: "Checkpoint," *THE WALL JUMPER*

1. Discuss what happens in this selection to make sure that students have understood the text.

   Questions
   - Why did the East German border guard refuse entry to the West German?
   - What did the border guard most often find? Was it subversive? What was considered subversive and why? What was the guard looking for?
   - Peter Schneider writes in *The Wall Jumper* that "It will take longer to tear down the wall in our heads than any wrecking company will need for the wall we can see." What does he mean, and how does this relate to these pages of his novel?

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Beyond the Text: "Checkpoint," *THE WALL JUMPER*

1. Write the thoughts the author has as he is helping the border guard. What thoughts would be considered subversive to the GDR and why?

2. Write an argument between the author and the border guard. You might act it out or write it as a conclusion.

3. It is the night of November 9, 1989. The border guard once again meets the author, but under much different circumstances this time. The author greets the guard, saying: "Well, what do you think I have in my head tonight?" Finish the story. You might act it out or write it as a conclusion.

4. The East German border guard might have a difficult time finding employment in a united Germany. Try to get him a job. Write a cover letter or resume for him. In pairs, role play the part of border guard and employer conducting a job interview. Here are some sample interview questions:

    - Did you have any moments of doubt when you were a border guard?
    - What were your feelings toward the Wall?
    - Did you feel comfortable as a border guard?
    - Did you ever have to prevent someone from crossing the border? What happened?
    - What job skills do you think you learned as a guard that you can use in another position?

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Readers' Theatre 1961

List of Characters

Narrator The narrator anchors the rhythm of the play and provides the "big picture." Because the role of the narrator is simply *to tell*, the narrator is not directly involved in the drama.

Historian 1-4 The historians set the construction of the Wall in its historical context. They give us some of the details the actors themselves are unable to see or understand. Best of all, the historians have hindsight.

Announcer 1-3 The announcers interrupt with their news bulletins and moment-to-moment updates.

Audience The audience, if there is one, can play the important role of critic. The audience may not have had the same impression of this dramatization as the student performers.

CHARACTERS: EAST GERMANY

Ulbricht Ulbricht is the leader of East Germany during the exodus and the construction of the Berlin Wall. He is a tough and stubborn character, and he defends the Wall.

East East German citizens suffer most from the Berlin Wall. They may shout at the border guards and sometimes try to cross to the other side. Most of all, they want us to understand their plight. Students playing the East Germans take turns reading. All means all East Germans speak together. The ☛ marks the next person's turn. There are more East German roles than West German roles.

CHARACTERS: WEST GERMANY

Adenauer Chancellor Konrad Adenauer is the leader of West Germany in 1961. He is stony-faced, shrewd, and reserved.

Pindur This ordinary West Berliner is one of the first to become aware of the Wall, though he doesn't know it at the time.

West West German citizens, like their East German counterparts, are shocked by the Wall. They vent their anger on Soviets and border police. Students take turns reading. The ☛ marks the next person's turn. All means all West Germans speak together.

CHARACTERS: UNITED STATES

Kennedy President John F. Kennedy champions the cause of the West Berliners, feeling beaten and angered when the Wall suddenly appears. Most Berliners love him.

US Adviser This anonymous US adviser tells us how serious the Berlin crisis could have become, and he doesn't seem to be exaggerating.

US Captain A US Army captain is at the Berlin Wall at a critical moment in history. His unimpressive reaction disappoints many.

CHARACTERS: SOVIET UNION

Soviet Official This anonymous Soviet official gives us the "party line" straight from Moscow.

Khrushchev Without Soviet leader Nikita Khrushchev's authorization, the Wall would never have been built. He was a stormy personality and Kennedy's Cold War rival.

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Before beginning, make sure that you know where to come in. Many of these characters appear only once in the play.

Historian 1 Before the Wall, Berlin was the last open spot in East Germany, the only place left where people, goods, and ideas moved freely. Over 53,000 East Berliners and East Germans from the nearby areas worked in West Berlin. 12,000 West Berliners also worked in the East. Ursula Heinemann, a waitress at the Grand Hotel in the center of West Berlin, rode forty-five minutes to work every day. For Karl Behrens, auto mechanic from Bernau, being a border crosser meant an hour-long train ride from Bernau (25 km northeast of Berlin) to his job in the French sector.

Historian 2 To Berliners, their city was a comforting reminder that while Germany was divided, Berlin would always be one and indivisible. In the humid summer of 1961, however, this was all to change.

Historian 3 By 1960, East Germany was a country bleeding to death. Although Berlin was the only place of exit for people, 200,000 left in 1960 alone.

Historian 4 Since 1946, three and a half million East Germans had left their country, including seven hundred university professors and instructors, sixteen thousand high school teachers, and five thousand doctors, dentists and vets.

Announcer 1 June, 1961. In Berlin the temperature climbs into the 90s. More and more people are leaving East Germany for the West. One of the major refugee centers in West Berlin is already overflowing and there is talk of building a tent city in the famous Grunewald forest to cope with the crush of refugees.

Historian 1 The official East German explanation for the exodus was that the West German government in Bonn was dealing in "slave trade," paying people to leave so that they could work in the West, or worse yet, kidnapping them against their will. East Germany's leader, Walter Ulbricht, explains:

Ulbricht "The open border with West Berlin now costs us one billion (East) marks a year. The slave trade and the kidnappings cost us two and a half billion marks a year. Every citizen of our State will agree with me that we must put a stop to such conditions. We must secure the peace in order to insure our economy against all disturbances. . . Should the need arise, the borders of the GDR facing the West German Republic will be militarily protected by troops of the National People's Army as well as by the troops of our Soviet friends."

Narrator And for those thinking about departing, he has a few more words:

Ulbricht "Nobody can stop Socialism and nobody can run away from it. Not even those who have fallen into the hands of the slave traders, who have left our Republic by running away into the arms of West German militarists, thereby hoping to find happiness. . . *Those who run away, forgive them, for they know not what they do.*"

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Announcer 2 At *official* rallies, demonstrators support Ulbricht's policy:

East All *The Party is Right! Give us more protection against Bonn's head-hunters! Protect our Republic against these slave traders!*

Announcer 3 However, West and East Berliners alike fear that the East German government will soon stop this expensive leakage by sealing off Berlin.

East ☞ After all, what else can we do? Since the formation of our country in 1949, one in five of us has joined our neighbors in the West. They have left our economy in complete chaos. *One East German gets up and joins the West German citizens.*

☞ Many of these people are our best. More than 1,600 scientists fled the country in the three years between 1958 and 1961.

☞ Five hundred and thirteen of these came from *one* university.

Narrator In addition to the exodus of its citizens, Berlin's reputation as a haven for Western spies causes a deep mistrust of the Western presence in its backyard.

Soviet Official ". . . There is no place on earth where so many espionage and subversive head-quarters of foreign States are concentrated, and where they are able to operate with such impunity, as in West Berlin. . . ."

Historian 2 Over 80 spy organizations operated out of West Berlin, monitoring phone lines, the mail, the radio, and other kinds of traffic. According to the GDR, the spies also practiced sabotage.

Soviet Official ". . . These numerous subversive headquarters smuggle agents into the DDR to undertake various diversionary activities. They recruit spies and incite hostile elements to organize acts of sabotage and disturbances in the DDR."

Historian 3 Soviet leader Nikita Khrushchev had been known to call West Berlin:

Khrushchev "A bone stuck in the throat which had to be disgorged," "a splinter that had to be extricated," "a cancer that had to be carved out," "a rotten tooth that had to be extracted."

Historian 4 Yet as late as August, 1961, Ulbricht denied rumors he would close Berlin:

Ulbricht "The construction workers of our capital are for the most part busy building apartment houses, and their working capacities are fully employed to that end. *Nobody intends to put up a wall.*"

Narrator We join a West Berliner on the night of August 12, 1961. Marcus Pindur is a janitor at a West Berlin insurance company. Tonight he is on the subway, heading home after visiting his uncle in the eastern half of the city.

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Pindur As I head from the upper level of the station to the lower section, to take the subway into the West, there are men in uniform everywhere. A number of them are placing wooden barriers across corridors leading to the main station concourse. I board the subway. At the Unter den Linden stop in East Berlin, the train strangely doesn't stop; it moves through the station at a slow, steady speed. We pass through Potsdamer Platz (still in the East) and the train does the same thing. I see through the window that police are piling up wooden barriers and concrete posts. The train finally slows to a halt at the Anhalter station, the first stop in the West. I exit at the next stop and leave the station.

Narrator He does not even suspect that he has just ridden the last train to travel between East and West Berlin for 28 years.

Announcer 1 *Newsflash, Berlin!* "Starting before dawn, August 13, communist police and soldiers stopped all elevated subway trains running from the Soviet sector into the western parts of the city. Subway stations near West Berlin were closed . . . On 80 streets connecting East and West Berlin, where guards at control points had been checking traffic between the two parts of the city, gates were slammed shut at all but 12 places."

East ☞ I heard the announcement on the radio.

☞ What did it say?

☞ I heard it too: "In order to interdict the hostile activity of the revenge-seeking and militaristic forces of western Germany and West Berlin, frontier control of the kind customary on the frontiers of any sovereign State shall be introduced on the frontiers of the German Democratic Republic, including the frontier with the western sectors of Greater Berlin. . . .

East All . . . A reliable surveillance and effective control shall be assured on the West Berlin frontiers in order to block the path of subversive activity."

West "First they install roadblocks, with armed guards and tanks and some other kinds of vehicles. Later, concrete barriers and barbed wire appear. Broken glass is cemented on top of walls.

☞ Trees along avenues are felled and used for street barricades. Rails of the City Railway are torn up and bent backwards at the boundary stations. Strips of "no man's land" are created, such as have existed for years between the Federal Republic and the Soviet zone.

East The army is emptying an entire block of 600 of our apartments.

Announcer 2 Altogether more than 50 house entrances, three dozen stores, and over 1200 windows are bricked up."

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Announcer 3 "West Berliners themselves react with bitter fury. Thousands of them surge around the western side of the Brandenburg Gate and chant their hatred of East Germany's Communist chief:

West All *Hang Ulbricht! Hang Ulbricht!*

Announcer 1 One poster shows Ulbricht and Adolf Hitler side by side. *(Display banners)* East German youths took advantage of the confusion to bolt across the barricades. The Berliners cheered. Some threw stones at the Communist guards. From behind the armored cars parked between the pillars of the gate, the East German police unrolled fire hoses and doused the hecklers.

Announcer 2 The East German police attack stone-throwing West Berliners, flail at them with truncheons, and haul one man off into East Berlin. A West German crowd seizes one policeman and mauls him badly.

Announcer 3 The East Germany Army brought up 200 *Soviet*-built tanks. The West Berliners cried out:

West All *Schweine! Pigs! What kind of Germans are you?*

Announcer 1 In another crowd on Kopenhager Street, a policeman bayoneted a demonstrator in the leg. Other policemen fired tear gas and concussion grenades." Konrad Adenauer, the leader of West Germany, declared:

Adenauer ". . . [B]y this illegal action the rulers of the Soviet-occupied zone of Germany have shown to the whole world once and for all in which part of Germany militarism and aggression are practised. . . . The closing of the border is an unprecedented admission of bankruptcy. It shows that the people who are compelled to live in that part of Germany, can be prevented only by the use of physical force from leaving that paradise of workers and farmers. . . . In carrying out this decision, the Ulbricht government has shown the political bankruptcy of its sixteen-year reign of force to the entire world."

Announcer 2 This was Ulbricht's explanation to East Germans in defense of the Wall:

Ulbricht "With the measures of August 13th, we have created a kind of [barrier], a convalescent girdle which surrounds the front-line swamp of West Berlin. It is common knowledge that drug addicts are isolated from addicting drugs for their own interests and for their recovery. Likewise, we have separated from West Berlin many of those citizens who had become confused by the swamp. I am convinced that in the majority of cases this sickness will prove curable. In the clean air of the GDR they will come to their senses."

Narrator "Nettled and embarrassed beyond endurance by the flood of refugees from the "worker's paradise" to the West, prodded by East German leader Walter Ulbricht to do "something", the Soviets have finally ordered the Berlin escape hatch slammed shut."

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Soviet Official "Of course, the Commandants of the US, English and French sectors in West Berlin are very well aware of the reasons that provoked the need for the introduction of effective controls on the West Berlin border. . . . [T]here are based in West Berlin under the cover of the occupation powers more than diversionist, undermining, and spying organizations which are conducting their activities against the GDR, USSR, and other socialist governments. . . . The politicians of the FRG have openly named West Berlin 'the front line city' and called upon it to interfere with the peaceful work in the GDR and other socialist countries. . . . It is quite natural that the GDR was forced, in view of such provocative acts on the part of [western] and militarist circles, to adopt measures for stopping these activities."

Historian 1 Caught off guard relaxing on his boat, Kennedy exclaimed:

Kennedy "Why in hell didn't we know about it? What can the military do?"

Historian 2 After a moment's consideration, he said to himself:

Kennedy "We could have sent tanks over and knocked that Wall down. What then? They build another one back a hundred yards? We knock that down, then we go to war?"

Historian 3 Khrushchev had been right. Kennedy was facing a superpower challenge. The Wall was built with authorization from the Soviet Union because western forces were an awkward presence in Berlin. This showed how little they could do about it.

Khrushchev "We'll just put up serpentine barbed wire and the West will stand there like dumb sheep."

Historian 4 At the White House, President Kennedy was joined by his advisers. One of them remembered a crisis simulation they had played between two not-so-imaginary enemies, Red and Blue. Each time they played, it came out roughly the same. It made dumb sheep look good.

US Adviser ". . . . Blue was flying East German refugees out of West Berlin. Red told Blue to stop. Blue persisted. Red shot down Blue planes and killed dozens. Riots erupted in East Berlin, then in the rest of East Germany. Two Soviet divisions cut off Berlin from the rest of the GDR. A battalion of Blue troops broke through the barriers. Red aircraft attacked the Blue force. . . . The game made you very pessimistic. There was no way to defend Berlin without threat of nuclear weapons. What the game made so vivid was how quickly you were confronted with the choice of using nuclear weapons or giving up."

Historian 1 It must have put the *West* Berliners on edge also. One thousand and seven hundred of them had been leaving for West Germany every week.

Announcer 3 August 17, 1962. Two eighteen-year old East Berlin construction workers tried to escape to the West today over the Wall not far from Checkpoint Charlie. One got over as bullets whizzed around him. The other, eighteen-year old

Peter Fechter, was shot as he tried to pull himself over the barbed wire atop the Wall. He fell back into the eastern side of Berlin, and cried out repeatedly for help in a voice racked with pain. Horrified West Berliners looked on but were unable to do anything. Nobody attended to him.

Announcer 1 A US Army captain in the American zone, under orders not to cross the Wall under any circumstances, muttered self-consciously:

US Captain "I guess it just ain't our problem."

Announcer 2 A reporter asked for his name, and he replied "Just call me Charlie."

Announcer 3 An hour later, the border guards approached Fechter and carried him away. By that time, he was already dead. This unleashed five days of violent protests by West Berliners, directed not only against the shooting, but also against Americans for not having done anything.

Historian 2 Over time, the Wall became more than a simple border. The barbed wire, which had been long enough to stretch from Berlin to San Francisco, was bolstered by brick and then reinforced concrete.

Historian 3 Reaching 64 miles in length, the Wall concealed from view 103 miles of electric or trigger fence, 259 dog runs, 20 bunkers, 302 watchtowers and endless stretches of barbed wire. It was considered the best border security system in the world.

Historian 4 Between 1961 and 1986, 184 people were killed trying to escape through the borders between the two Germanys and Berlins.

East

☛ "Life has been more difficult after the construction of the Wall. For all of us, the Wall is the most visible expression of the control the East German exercise on our daily lives. But there are other methods, such as propaganda, the spreading of ideas. We no longer believe much of what we hear."

☛ "We have to be careful. Suppose I have a friend over and he asks me to turn on western TV and then afterward he tells his friends he watched a terrific movie on television while visiting me. Now if that got around, they could accuse me of spreading western propaganda, so when anyone visits us, we only turn on our own stations. Naturally, none of us believe what they tell us, but then we've gotten to the point where we don't believe the West either. We figure they're both lying."

☛ "Basically, I think, socialist countries are at square one. The entire ideology which has been drilled into me for so many years is all gone."

☛ "I don't think that someone out there has a theory. The socialist countries have done it all wrong. I'm looking for something that says it was worth it."

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☞ "In the past East Germans could always dream about some day going West. Now the dream is gone and many young people are thinking, 'Now I must live my whole life here and maybe I should adapt myself, compromise with the system.' It is no good."

☞ "The rest of us are caught here now, but we have a saying that if that Wall ever came down, those guards had better climb the first trees they see or they'd get trampled to death by all those rushing into West Berlin!"

Khrushchev "The drain of workers was creating a simply disastrous situation in the GDR. . . If things had continued like this much longer, I don't know what would have happened."

Historian 1 Ulbricht later complained that the smuggling caused by the open border had cost over $100 billion marks, and some estimated it cost double that.

Khrushchev "I spent a great deal of time trying to think of a way out. How could we introduce incentives in the GDR to counteract the force behind the exodus of East German youth to West Germany. . ? How could we create conditions in the GDR which would enable the state to regulate the steady attrition of its working force?"

Narrator All around the world the Berlin Wall became a symbol of Germany's division. It came to represent the meeting point of two different ways of life. Celebrities and politicians drawn to the city spoke of the impression the Wall left on them. President Kennedy:

Kennedy "It is more than a showcase of liberty, a symbol, an island of freedom in a Communist sea. It is even more than a link with the Free World, a beacon of hope behind the Iron Curtain, an escape hatch for refugees. West Berlin is all of that. But above all it has now become—as never before—the great testing place of Western courage and will, a focal point where our solemn commitments stretching back over the years since 1945, and Soviet ambitions now meet in basic confrontation."

West All In 1963 President Kennedy delivered one of his most famous speeches to us in front of the city hall. We have never forgotten it:

Kennedy "Two thousand years ago, the proudest boast was "Civitas Romanus Sum" (I am a citizen of Rome). Today, in the world of freedom, the proudest boast is "Ich bin ein Berliner" (I am a citizen of Berlin). Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. . . ."

West All *Ken-ah-dee! Ken-ah-dee!*

Kennedy "I know of no town, no city, that has been besieged for eighteen years that still lives with the vitality and force, and the hope and determination of the City of West Berlin. All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words 'Ich bin ein Berliner.'"

Literature

"Arrival in Berlin" pp. 8-11. From *The Wall Jumper,* by Peter Schneider, translated by Leigh Hafrey. Translation copyright © 1983 by Random House, Inc. Reprinted by permission of Pantheon Books, a division of Random House, Inc.

The East Berlin airport is located just outside the city. The two characters mentioned in this story are using an East German map, which shows nothing of the western side. West Berlin appears, as the author says, as a desert.

An icy wind buffets the arrivals on the gangway; even on the bus it works its way under skirts and up pants legs. For an eternity the driver keeps the doors open in expectation of a passenger lost in the to-and-fro of walkie-talkies. The people waiting come from another part of the globe and another season. Duty-free goods drag at their frozen fingers, their straw hats and kerchiefs offer shelter only from the sun. On the bus there is swearing in Spanish and Russian, silence in German — German lips don't curse the driver. Only when the doors close do Saxon and Berlin accents express relief. But the unity on the bus, certified by a common language, barely lasts for the short run from the plane to the terminal. A gap appears even before the Germans take up positions in front of the two doors marking entry into two different states. A magnetic force emanating from the groups of letters over the doors separates those who, a moment before, stood and walked together; they collect like iron filings around opposite poles. Leather coats part company with vinyl ones, Levi's with imitation jeans, natural with synthetic fiber, gaudy with gray. But it's not just the clothes; faces and body motions reveal tribal characteristics, too. Those who group themselves beneath the letters BRD move carefully and seem to anticipate getting caught in some mistake. In their almost whispered exchanges, High German has won out over dialect. Their gaze seems to turn inward, and the wrinkles around their eyes mark the fatigue of a people whose wishes have come true too soon. The group seeking admission through the other door seems younger, cruder in its gestures, indifferent to strange bystanders. Saxon, Mecklenburg, Berlin dialects clash. Speech demands gesture, and carries hands and shoulders with it.

The two groups conclusively separate as they halt before the two doors: western faces stare into eastern faces like men studying apes.

As soon as the rows have formed, all eyes look forward; fingers grip papers, a last token of identity. Elevator quiet spreads among those waiting, and although there is no shortage of air, everyone limits himself to slow and shallow breaths. It is as though they had all reached a doorman who took nothing other than citizenship into account. There is no sound but the buzz of the door opener and then the sliding of the door as it opens and shuts.

With the door closed behind me, I stand blocking the stream of cleared passengers, whose paths now diverge once and for all. Some go right to the westbound bus, the others left to the parking lot and taxi stand for points east. The terminal is only half-lit, the video monitors no longer show arrivals and departures, the post office is closed, the Siemens pay phone won't take my West German coins. Everyone I ask for change seems to feel he's being watched, and wants nothing to do with my currency. For a long time I walk down the corridors of the terminal building, hoping to find an open exchange bureau, till in the end I hear only the echo of my own footsteps. A man presses his face against a shop window, his profile silhouetted in the glow of a cigarette lighter held up to the glass.

The man turns to me. "You know where Schönhauser Allee?" his accent comes from no language I can designate, except by means of a compass.

"You no Berliner?" he asks.

"Me West Berlin, other side." My native's habit of answering foreigners in pidgin doesn't help us understand each other.

The Pole/ Bulgarian/ Russian wants to share a cab with me to Schönhauser Allee.

I say, "Me apartment West Berlin, no taxi!" I seize the hand with the lighter and guide it in a westerly direction over the city map hanging in the shop window.

"You there, me here," I say.

To my surprise, the lighter shines on total emptiness. The place I want to call home has no streets, no squares, no subway stations. There are only vacant yellow spaces, relieved by a couple of green oases.

"You living there?" the Pole/ Russian/ Bulgarian asks, and laughs. "No streets, no houses, everything yellow! Desert!"

"That West Berlin! Berlin: Capitalist, Marlboro, Coca Cola, Mercedes — understand?"

"Ah, you capitalist?"

"No capitalist; I just live there."

"Why no capitalist?" He offers me a cigarette from a pack with a label I've never seen, and takes one of mine.

I notice the big hand on the face of the clock jump across my departure time.

"Me there, you here," I yell, and run toward the exit. But the Pole/ Russian/ Bulgarian sticks to my heels. Together we stand outside and watch the taillights of my bus disappear in the dark.

"Bus gone, taxi gone, hitchhike," he says.

I nod and point in the two directions at issue. But the man from the East doesn't want to go into the built-up area without me, and he doesn't want to leave me in the desert. After a few steps on the road, he stops.

"Where you go?"

"To Berlin."

"Me too! We taxi together!"

And so we part, stopping over and over again to put down our suitcases and shake our heads, each of us pointing in the other's direction.

"Kabe's Story," pp. 31-34. From *The Wall Jumper*, by Peter Schneider, translated by Leigh Hafrey. Translation © 1983 by Random House, Inc. Reprinted by permission of Pantheon Books, a division of Random House, Inc.

Mr. Kabe, who was in his mid-forties and on welfare, first came to the attention of the police when, with a running start from the west, he jumped the Wall in mid-Berlin, heading east. Right by the Wall he had discovered a lot where abandoned rubble formed a natural staircase. He could climb it so high that he had only to push himself up by the arms in order to swing onto the Wall. Other reports mention a Volkswagen bus, whose roof Kabe allegedly used for a springboard. It is more likely that he got that idea later, after the authorities had ordered a cleanup operation because of him.

Kabe stood on the top for a while in the searchlights of the western patrol which hurried to the spot. He ignored the calls of officials trying at the last minute to explain to him which was east and which was west, and then jumped off to the east. The guards of the other German state arrested Kabe as a border violator. Yet even under hours of grilling, Kabe displayed neither political aim nor serious desire to stay on. When asked who had sent him, Kabe replied that he had wanted to come of his own sake, that he had simply wanted to get to the other side. He wore out his interrogators, who wanted to know why he hadn't used a border crossing, pointing out again and again that he lived right across the way and had taken the only direct path over the Wall.

The interrogators could think of no better explanation for this extraordinary reversal in direction than that Kabe had several screws loose. They sent him to the psychiatric clinic at Buch, but the doctors could find nothing wrong with him, other than a pathological desire to overcome the Wall. Kabe enjoyed a special position at the clinic as a blockade runner whose jump had defined the points of the compass anew.

Three months later, a well-fed Kabe was turned over to the permanent delegation of the Federal Republic of Germany. They brought him back to West Berlin in a government Mercedes. There, without showing any emotion, he read the newspaper articles about his jump that a neighbor had collected. Then he shut himself in his Kreuzberg apartment and remained incommunicado.

The Eastern newspapers sized him up alternately as a "border provacateur" and as "unemployed and desperate." A Western tabloid speculated that Kabe had been paid by the eastern secret police to jump, so that they could point to one escapee who wasn't visible only from behind. This hypothesis drew fresh support from a journalist who claimed to have traced Kabe from Kreuzberg to Paris. Directly after his return to the west, it seemed, Kabe had taken himself to the French metropolis and, in a suspect part of town, had run up bills which could hardly have been covered by welfare checks.

The truth about his story is that, after three months of free care in the psychiatric clinic in the East, Kabe found three months' worth of welfare payments in his West Berlin account. In order to fulfill an old desire, he withdrew this sum and bought a ticket on the sleeper to Paris. However, once he had recuperated in Paris at the expense of the two German states, he returned to West Berlin and jumped again.

Brought back once more three months later, Kabe promptly repeated the offense. The West Berlin authorities failed in their attempts to get at Kabe by legal means. After all, he had illegally crossed a state border which doesn't exist in the eyes of the West German regime. In the language of the constitutional law experts, Kabe had merely been exercising his right to freedom of movement.

West Berlin authorities no longer found this interpretation satisfactory, once the East Berlin clinic had presented bills for Kabe's room and board. The West Berliners decided to incarcerate him in Havelhohe Hospital for self-destructive tendencies. But

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the diagnosis didn't hold up under scrutiny: after all, Kabe's jumps had proved that the Wall could be crossed going east without damage to body or soul. What's more, they demonstrated that in town, the border strip behind the Wall was not mined. The doctor in charge found nothing wrong with Kabe other than an irresistible urge to overcome the Wall. Rather than a straitjacket, he recommended that the authorities recognize the Wall as a border. They replied that the Federal Republic of Germany couldn't recognize the Wall of Shame as a state boundary just for Kabe's sake. This didn't prevent the doctor from declaring Kabe competent.

Released from the clinic, Kabe went straight back to the Wall. Altogether he jumped fifteen times and put a serious strain on German-German relations. After one of his last jumps, it occurred to the authorities to take him far from Berlin, to quieter areas where he might continue his jumps over old castle walls. He was driven in a government Mercedes to relatives in south Germany, where he behaved very reasonable for two days. On the third day he bought a ticket to Berlin and jumped.

Questions about the motives of his jumping drew nothing more from Kabe than this: "Sometimes it's so quiet in the apartment and so gray and cloudy outside and nothing's happening and I think to myself: Hey, let's go jump the Wall again."

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"Checkpoint," pp. 136-138. From *The Wall Jumper,* by Peter Schneider, translated by Leigh Hafrey. Translation © 1983 by Random House, Inc. Reprinted by permission of Pantheon Books, a division of Random House, Inc.

This time I'm the only entering traveler at the check-point on Heinrich Heine Strasse, but it takes longer than usual for them to call my number. They know me by now at customs; our greeting is friendly, almost casual.

"Nothing to declare? That's not nice of you. Your friends will be disappointed. Have I already asked you if you're carrying any weapons, ammunition, printed matter, children — none of the above?"

"None of the above."

It seems I'm done; then, as though he were giving in to a sudden whim, the customs man motions me to pull over.

"Well then, let's get on with it," he says, pulls out a screwdriver, and sets to work. He starts with the hubcaps, takes off the wheels, carts the spare tire off for x-rays, shines a light through the trunk and on the motor. Then he moves to the passenger compartment: the floor mats, the metal plates under the floor mats, the lining of the doors, the leather upholstery of the seats. When he begins dismantling my stereo speakers, I abandon my principles and take the screwdriver out of his hand. In the next two hours we strip my Citroen down so thoroughly that we are left with an unrecognizable skeleton.

"What else do you do with your time? You're pretty handy with a screwdriver," the officer says.

"I write stories. . . about life; about you, for example."

"And can you make a living doing that?"

"I support myself with my screwdriver when I have to. How often do you actually find something?"

"Pretty often; when something's hidden, always."

"Hard to believe, given your methods. For example: If I had hashish on me, how could you find that with your screwdriver? Where are your dope dogs?"

"Dope dogs? What an idea! For that we have our nosy gnats."

"Nosy gnats? They fly away."

"Believe me — when we train gnats, they don't fly away. So, who are you going to see this time, if I may ask?"

"The Berliner Ensemble."

"Yeah, well I don't really care. Just making conversation. . . . Maybe you do have something in your car anyway, and then you'll get a good laugh out of this afterward."

"I certainly would if I had anything in the car."

"What could it be?"

"Well, you and your screwdriver won't find it. And your nosy gnats won't, either."

"So what should I do? I'm always open to suggestions."

"You'd have to bring in a machine that reads minds."

"We've had that for years. Do you think it would be worth using on you?"

"I couldn't say."

"Me neither. But you make me wonder. What would I find inside your head?"

The officer asks me to follow him to the visa booth. Without a word he hands my passport back through the slit, refunds my visa fee and my road user's fee, changes my DDR money back into West marks, gives me all the receipts. We return to the car, and only then does he snap to attention and say in his official voice: "You have not been granted permission to enter the DDR. In accordance with international protocols, no information will be disclosed regarding the duration or grounds for this measure."

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Lesson Seven

The Fall of the Wall: 1989

Introduction

Organizing Question: *What happened in November, 1989, and how did it lead to German unification?*

In this two-day lesson students create a readers' theatre covering 1989-1990 similar to the one they did on Berlin in 1961. Each student receives a chronology and a section of the script. In groups, students work together to sort through the script and choose the quotes they can use best for the section of the chronology that they are to cover. Using characters like those in the Readers' Theatre 1961 (Lesson Six), groups put together their sections of the readers' theatre and make their presentations in chronological order. An optional post-test is included.

Objectives

The objectives of this lesson are

- to cover the events that led up to and followed the opening of the East-West German border in November, 1989
- to create a readers' theatre using group work
- to discuss issues related to the unification of Germany
- to conclude the unit and review its key themes

Materials

- Handout 7A, *Chronology*, per student
- Handout 7B-7J, *Readers' Theatre 1989*, (see procedures)
- Handout 7K, *Unification*, per student
- Reference 1, *Pre-test*, per student (optional)

Procedures

Readers' Theatre 1989: 50 minutes

In today's activity, students dramatize and perform a readers' theatre on Berlin and Germany in 1989-1990, the year of German unification. Nine separate handout pages contain selections out of which a readers' theatre can be made. All nine are divided into chronological order, so that the readers' theatre covers the events of the entire year. Each group gives a two to five minute performance. See *About Readers' Theatre*, Unit Introduction, and Lesson Six, for tips on how to perform readers' theatre.

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1. Tell the class that today's activity involves creating a readers' theatre similar to the one on 1961 (Lesson Six), except that in today's drama, the Berlin Wall comes down and Germany is unified. What year this is supposed to be? *(1989-90)*

2. First divide the class into nine groups (of three to four), and distribute Handout 7A, *German Unity 1989-1990*, and one page of the *Readers' Theatre* (Handout 7B-7J) to each student. Students in each group are to receive the page of the theatre that corresponds to their group only. There should be **nine** groups, each with enough copies of just *one* of the nine handouts.

3. Each group selection contains a number of quotes that students should work into a brief performance/dramatization. Their group goal is to present the events to their classmates in a way that is interesting, creative, and dramatic. Tell students to use the chronology as a guide and first determine when the events in their handout occurred. Read the following directions aloud, and make sure students understand how to put together and perform the readers' theatre. Each handout contains a brief introduction to its central theme.

   Read aloud
   You have part of a readers' theatre that contains statements about one step on the road to Germany's unification. Put these quotes together—you don't have to use all of them—so that you can take turns within your group reading them aloud to the class. Add whatever you think is necessary to make your part of the readers' theatre clear and understandable, such as narration or explanations. Choosing different characters, conducting interviews, or making a news program are some ideas you might try. Begin each presentation with a very short explanation of the events taking place. Each group presentation should take no more than five minutes.

4. Allow students fifteen minutes to edit, rewrite, or reorder some or all of the quotes on their sheet. There are no required stage directions.

5. When students are ready, begin the drama. **Group One** of the *Readers' Theatre* starts the presentations, which proceed in chronological and numerical order.

Debriefing the Readers' Theatre: 25 minutes

When the Berlin Wall came down in 1989, the city, the country, and much of the world rejoiced. Germans had finally brought the Wall's reign as a symbol of inhumanity to a close. As the process of Germany's seemingly inevitable unification wore on, an increasing number of people became disillusioned with the integration of the two Germanys. Most importantly, many East Germans complained of being swallowed up by the West and of not having a voice, and though they did not particularly

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miss the communist leadership, many struggled to define their new identities. The irony of this historical chapter, in which people who sought to be together finally realized that they were different, is summarized by the quote below.

1. That the fall of the Wall marked the end of the Cold War era was proven by the revolutions that stormed through Eastern Europe at the end of 1989 and in 1990. To debrief the readers' theatre, write these two headings on the board and list as many reasons as you can under each heading with the class.

Reasons the Berlin Wall had to fall	**Reasons the Berlin Wall was able to last**

2. The fall of the Wall did not alone unify the two Germanys: the process of unification, because the differences between the countries were deep, will take a long time. The following quote suggests that there is much more to be done than simply tearing down the physical Wall. Read it aloud or write it on the board.

> "It will take longer to tear down the wall in our heads than any wrecking company will need for the wall we can see."—Peter Schneider, author of *The Wall Jumper*, before 1989.

Ask students what they think the author meant. What are some examples of the walls in Germans' heads that you found in the readers' theatre? What will it take to bring them down? Ask students if they think that these walls are related at all to the conflicts that Berlin was involved in. (The East-West conflict, for example, caused East and West Germans to think very differently about the responsibilities of the government to citizens' welfare.)

Political Cartoons: 20 minutes

This cartoon analysis activity will work best after *Readers' Theatre 1989*. Each cartoon presents a different perspective on German unification, and should provoke students to think deeply about unification.

1. Divide the class into partner pairs or small groups, and distribute one copy of Handout 7K, *Unification*, to each student. Read the following aloud:

> **Read Aloud**
> These cartoons represent some different points of view on German unification. Begin by reading the statement at the top of the page. Do you agree or disagree? Spend a few minutes writing down what each cartoonist might answer in response to the statement.

Allow students 10 minutes to write their ideas, and then call on them to give some of their answers. Discuss the cartoons using the

following questions as guidelines. You may also want to use the ones suggested in the journal activity.

Questions

- Is the process of unification a smooth one? Explain.
- Are there international concerns about German unification? Explain.
- What is happening to East Germany as a result of unification?
- What are some words you can think of to describe unification? "integration?" "merging?" "annexation?"
- Is the new Germany East or West? Explain.
- Did all Germans want unification? Why or why not?
- Should the GDR have continued to exist as a democracy? Explain.
- Do the cartoonists think that unification ended the country's division?

Unit Conclusion: 20 minutes

Throughout this unit we have focused on some of the various conflicts that affected Berlin. Germany's unification brought a certain resolution to some of these. Others may continue to persevere for years to come. Listed below are conflicts your students should be familiar with. See which of them have been resolved.

1. The conflicts listed here have involved Berlin and Germany during the time period covered in this unit. List them on the board and ask students which ones were resolved by unification and which ones were not. Ask students which conflicts can be tolerated. Are any likely to endure for a very long time? You may want to assign an essay based on this activity.

Conflicts

- war-time devastation
- territorial occupation
- division into two states
- authoritarian leadership
- Nazism
- racism
- territorial expansion
- social instability
- economic instability
- Cold War tension between East and West
- separation of families
- competing economic, political, and social systems
- political differences between Germans
- resentment towards the government
- identity as East or West

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Post-test: 15-20 minutes

1. You may want to evaluate students' understanding of the issues covered in this unit with the pre-test, *Reference 1*, provided in the appendices of this unit. If students took the pre-test before beginning the unit, you should see a significant improvement in their answers. Some of the questions may be too difficult if you have not used the entire unit; you will then want to assign the appropriate questions.

Journal

Assign students their final journal entries as you did in Lessons Three, Four, and Five (see Lesson Three for directions).

Questions
- Should unification have come about more slowly than it did?
- Is unification likely to turn out as Germans expected it to?
- Should anyone be anxious about unified Germany?
- Why did Germany's division last from 1949 until 1990?

Perspectives
- The Soviet Union, Israel, or the US
- A West German, any age or sex
- An East German, any age or sex
- A non-German immigrant in (West) German

US Foreign Policy

Q. What can and should the United States and other Western countries do to help reform in Eastern Europe and the Soviet Union?

A. Some people do not think that the United States should have any business in reforming formerly communist regions of the world. Others argue that if reform fails, it could destabilize an already tender part of the world, perhaps leading to such outbreaks of violence as occurred in Yugoslavia in 1991. The US and other Western countries may be able to use their expertise and wealth to help restructure and reorient Eastern European economies and political systems. West Germany has already begun to do so in the eastern part of Germany. In 1991, the Soviet Union asked for assistance from the European Community and the US. Western reactions were cautious.

Theme: Reform and Revolution

The revolutions that toppled communist parties in Eastern Europe were among the least expected events to capture world attention in the late 1980s. After decades of quiet, dissatisfied populations took to the streets to demonstrate that it was they who ultimately had power. What is it that finally sparks a revolution? What has triggered past revolutions? Are they foreseeable? Who does ultimately hold power? Discuss this with your class. The government, or the people?

German Unity: 1989-1990

1989

May	Hungary begins cutting the barbed-wire fences along its border with Austria.
August	Hundreds of East German summer vacationers in Hungary take refuge in West German embassies throughout Eastern Europe (Budapest, Hungary; Prague, Czechoslovakia; East Berlin, East Germany; Warsaw, Poland) in the hope of getting to West Germany.
Aug. 8-13	West German, British, and US embassies, overcrowded with East Germans seeking a way to West Germany, close their doors. They are later taken by train to the FRG.
Sep. 10	Hungary opens its borders with Austria. As many as 60,000 East Germans leave for the FRG through Hungary.
Oct. 2	In the largest demonstration since 1953, as many as 20,000 rally in East Berlin.
Oct. 7	Mikhail Gorbachev visits East Berlin on the 40th anniversary of the GDR. Protesters chanting Gorby! Gorby! are beaten and jailed. On October 9, 70,000 demonstrate in Leipzig. They keep the pressure on the government by demonstrating every Monday.
Oct. 18	Erich Honecker, leader of the GDR since 1971, is ousted and replaced by Egon Krenz, who will be the first in a string of new leaders.
Nov. 4	East Germany lifts travel restrictions to the FRG. Over 10,000 begin leaving daily. One million rally in a televised demonstration in East Berlin.
Nov. 7	East Germany eases travel even further. The West German government announces a costly housing plan to help accommodate the newcomers. The entire East German cabinet resigns.
Nov. 9	East Germany opens all borders, including the Berlin Wall, to unrestricted travel. Thousands rush into West Berlin, launching an all-night celebration.
Nov. 18	In the next 10 days, 10 million (out of 16.7) East Germans apply for visas to visit West Germany. 17,500 request to stay there permanently. By the end of 1989, 300,000 have left.
Nov. 28	The East German leadership replies to Chancellor Kohl's plan for unity that "we would not want to be swallowed up by West Germany." Early in December, a non-communist coalition government announces a new constitution and promises free elections for May 6.
Dec. 25	The Brandenburg Gate is re-opened to foot traffic for the first time since 1961.

1990

Jan. 19	Elections are moved up to Mar. 18. Many fear that East Germany will soon collapse.
March 18	Lothar de Maziere is Prime Minister after the CDU wins in the GDR's first free elections.
July 1	Currency Union of the two Germanys. The GDR begins using the West German Deutschemark.
Aug. 31	East and West Germany sign a treaty to merge their political and legal systems on Oct. 3.
Sep. 12	In the Two-plus-Four treaty with East and West Germany, the Four Powers promise full sovereignty to the unified Germany on Oct. 3, when they will end their occupation rights.
Sep. 13	The FRG and the USSR sign a 20-year treaty for economic and political ties. "We are now dealing with a new Germany that has learned its history," says the Soviet foreign minister.
Sep. 20	The West and East German parliaments ratify a treaty to dissolve the GDR on Oct. 3.
Sep. 24	East Germany formally leaves the Warsaw Pact.
Oct. 3	Germany is unified amidst celebration and remembrance. Counting of East German immigrants to the FRG stops at 190,674 since the beginning of the year.
Oct. 14	The five new East German states hold elections. The CDU wins in all but one of the states.
Dec. 2	National elections throughout Germany elect Helmut Kohl (CDU, conservative) as the first Chancellor of united Germany.

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Group One

Twenty-eight years after the construction of the Berlin Wall, and forty years after the birth of the GDR, the quiet population of East Germany begins to stir. East Germans spill out of Hungary where they are on vacation, into Austria, and ultimately onward to West Germany. What impact are they having on their country?

1. "'It is a suffocating place, and we didn't see any chance of the present regime's changing,' said Karl Weinbauer as he waited, dirty and cold, in Prague." *TIME.*

2. "These are their best, and everyone knows it. When they leave, they leave behind more than a gaping hole in the economy. They create an incredible social and human strain on those who stay, who accept the limits and wonder why." *A West German diplomat, NEWSWEEK.*

3. "We are all deeply disturbed. We see the thousands who leave our country daily. . . Those who continue to leave dim our hope. We beseech you, stay at your home, stay with us!" *East German author Christa Wolf in a statement on TV.*

4. "A land that cannot keep its youth endangers its future.
A leadership that doesn't speak with its people is un-believable.
A people that is forced into silence begins to become violent.
The truth must come to light.
Our work belongs to this country. We won't allow ourselves to destroy it." *Dresden State Theatre, Fall, 1989.*

5. "Last week alone some 8,200 fled, raising the total number of refugees over the past five months to 50,000. Some jumped at the first opportunity without a moment's hesitation, others agonized over it. 'We talked about it way into the night for days on end,' said Christine Weinbauer of Halle, who joined the exodus with her husband last week. 'One minute we had decided to go, and the next minute we were staying for the sake of our relatives or the children or for reasons of security. Then we heard on a West German radio station that the people in the embassy in Prague were being taken to the West. It was Saturday night. We stayed up talking again, and by early morning we were packing. We had finally made up our minds.'" *TIME.*

6. "East German television reported that West German 'spies' were offering money to citizens to leave. One 'firsthand' account told of an East German railway worker who was given cigarettes that 'tasted funny' by a woman in Budapest. He fell unconscious and awoke to find himself on a bus bound for Austria. He barely managed to escape." *NEWSWEEK.*

FACT 1 Some trains passed through Dresden, where up to 15,000 besieged the city's main train station, only to be driven back by police wielding clubs and water cannons.

FACT 2 According to West German officials, some 1.8 million East Germans—more than 10% of the population—have at some time officially applied to leave, despite the risk of losing jobs and access to education.

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Group Two

The growing exodus out of East Germany arouses political opposition to the communist government. Why is this now happening in the GDR?

1. "'People are leaving East Germany because they have lost all hope of change, because the Communists are closed to Gorbachev's policies of glasnost and perestroika,' said . . . one of the founders of the biggest new opposition movement, *New Forum*. 'We can no longer tolerate the kindergarten atmosphere of being constantly led by the nose on all fronts.'" *TIME*.

2. ". . . East Germany's 40th birthday party should have been a glorious moment for the 77-year old Honecker. Largely because of his grimly orthodox leadership, 'Honi' could boast of giving the German Democratic Republic the strongest economy, the finest industry and one of the best-fed, best-housed, best-educated populations in the East bloc. It was the world's most successful—or least unsuccessful—example of Marxist government." *TIME*.

3. "'Some heads must roll here,' said the young philosophy graduate, looking straight into the eyes of a senior official of the Communist Party Central Committee. 'I mean Egon Krenz, whom you've just elected,' she said. 'I have no confidence in the man. . . .'

'You mustn't forget what we suffered and what pain was done to us,' she said. She spoke of the highly political educational system, which turned children against their parents by teaching them that their social background made them the 'class enemy. . . .'

'Our literature was our only sustenance, and our good writers can't even publish here. . . .

'Yes, we have been falsely informed and too little informed,' an elderly man interjected. . . A tall man in his 20s asked, 'What gives us a guarantee that in four or five years, or maybe earlier, things will not be like they were before this?'

He answered his own question: 'Only democracy can give us a guarantee. We want democracy and freedom of expression.'

The official replied that the party was striving to perfect 'socialist democracy.'

'This is not democracy,' an elderly man said. 'This is a one-party system. . . .'

The tall woman returned to the attack. 'How can I believe that after all these years saying the contrary you are now all believers in a turnabout?' she asked. 'What guarantee is there?'

'Today's atmosphere is a kind of guarantee,' the party man said. . .

'Because there is a little more truth?' the tall woman replied. 'That's a meager enjoyment, don't you agree?' *INTERNATIONAL HERALD TRIBUNE*.

4. "Half a million East Germans thronged the streets of Leipzig in a cold rain last night to demand free elections and unlimited freedom to travel abroad . . . Banners demanding "Free Elections" and "Travel law without restrictions" waved high above the Leipzig crowd. In a parody of Communist ideology, in which everything is supposed to be done in the name of "the people," Leipzig demonstrators chant: "*We* are the people!" Others chanted: "We're staying here." SAN FRANCISCO CHRONICLE.

5. "We have lived in a stooping position, dulled and patronized. . . . We will not be kept in reins any longer. But fear is not yet overcome. Today the police hold out a velvet paw, but many fear the claws beneath." *Friedrich Schorlemmer, journalist*.

FACT While visiting Honecker in early October, Soviet President Gorbachev advised him with the words: "Life itself punishes those who delay."

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Group Three

Suddenly and unexpectedly the new East German leadership announces that it is allowing free and unregulated travel from East Germany directly into West Germany. Within hours the first Berliners, from East and West, meet at the Berlin Wall. How do they feel?

1. "The regulation for permanent exit . . . we consider this to be an impossible situation when this movement is carried out through a friendly state [Czechoslovakia]. For this reason we have decided . . . a regulation . . . possible for every citizen to exit the border crossings of the GDR."
"Immediately?"
"Private travel . . . can be applied for without the prerequisite travel permission . . . the permit will be issued promptly."
"Does this include West Berlin?"
"Yes, yes . . . permanent exit can take place through all border crossings of the GDR, to the Federal Republic of Germany or West Berlin." *Official televised East German announcement, the night of November 9, 1989.*

2. "I knew as soon as I heard the news on the radio last night what it meant," said a young East German, "there is no turning back from this now. Allowing people to travel freely is a step that our Government can never retract. We won't be closed in again. The people will simply not allow that. Now we know the way here." *NEW YORK TIMES.*

3. "By five PM the Bornholmerstrasse border crossing point in the northeast section of the city was a sea of humanity. There were no formalities. Border guards on both sides merely waved the throng through and tried to direct traffic as best they could. A stream of East Berliners of all ages, walking seven abreast and stretching about 1,000 yards from end to end, filed across the border. They passed into West Berlin through a 60-yard long gauntlet of cheering, whistling and applauding West Berliners. Autos and motorcycles were also lined up, and they honked their horns and flashed their lights as they crossed." *NEW YORK TIMES.*

4. "It's amazing how warmly we were greeted. We were applauded. They cried. They were just as happy as we were." *An East German student, NEWSWEEK.*

5. "Nothing will be the same again. The winds of change blowing through Europe have not avoided East Germany. . . We are now in a situation where that which belongs together, grows together. . . ." *Willy Brandt, a former West German Chancellor, in West Berlin.*

6. "I have no doubt that unity will be achieved. The wheel of history is turning faster now. . . We are ready to help you rebuild your country. You are not alone. . . . What we are witnessing in the streets of Berlin in these hours is that forty years of division have not created two nations out of one. There is no capitalist and there is no socialist Germany, but only one German nation in unity and peace. . . . Long live a free German fatherland! Long live a united Europe!" *West German Chancellor Helmut Kohl in West Berlin.*

FACT In Bonn, the German capital, members of the parliament, some with tears in their eyes, spontaneously rose and sang the national anthem.

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Group Four

For Germans—and Berliners in particular—the opening of the Berlin Wall is a moment of the sweetest joy, mixed perhaps with sadness and anxiety. Can you capture this mood?

1. "Is this the way out?" asked one East German couple. "Our hearts are going pitter-pat." "Now people are standing up straight," says a hotel porter. "They are speaking their minds. Even work is more fun. I think the sick will get up from their hospital beds." *The Magic Lantern*.

2. "I'm not going yet, even though I already have the visa. I have to let it sink in for awhile. When I think of all the years we missed. . . " *An East German woman, NEW YORK TIMES.*

3. "We're going back of course. But we must wait to see the stores open. We must see that." *An East German woman in West Berlin, TIME.*

4. "We will go to West Berlin as tourists. What good does it do to go? Our life is here. Besides, someone has to stay behind and change things. Everybody can't leave." *An East German woman,NEWSWEEK.*

5. "We don't want to leave the GDR. We love our home and we live quite well by East German standards. We work really hard and earn pretty well, but our money just isn't worth anything." *An East German woman, NEW YORK TIMES.*

6. "We plan a great work, a revolution on German soil that will bring us a socialism that is economically effective, politically democratic, morally clean and will turn to the people in everything," Mr. Krenz [the new East German leader] declared. "That's why the Council of Ministers issued new travel regulations for all mature citizens in our country as an expression that we are serious in our policy of renewal and that we reach out our hands to everyone who wants to go with us," he said. *NEW YORK TIMES.*

FACT 1 "Inside West Berlin, the lines formed again outside banks for the 100-mark welcome money that the West German Government allows each visiting East German once a year. Many visitors who waited hours to cross and up to four hours at a bank simply returned home exhausted with their 100 marks, saying they would return to shop and sightsee another time." *NEW YORK TIMES.*

FACT 2 "Officials said half a million flocked into West Berlin today and another 500,000 to other crossing points in West Germany. . . . The official East German press agency A.D.N. said 2.7 million visas had been issued for foreign travel since the Government announced the new travel regulations on Thursday." *NEW YORK TIMES.*

FACT 3 The underground market rate for East German marks rose from 10:1 to 20:1, making the welcome money equal to 2 months' salary.

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Group Five

The opening of borders raises the question of German unification. Is there still reason for the country to remain divided? Some, perhaps with the 20th century's two world wars in mind, are slower to answer than the Germans. Why?

1. ". . . what is happening in Berlin troubles me because of its possible effect not only on the future, but also on the past. In fact, the past has already been affected. 'November 9 will enter history,' declared the Mayor of West Berlin. Others echoed his statement in every media around the globe. They forgot that November 9 has already entered history—51 years earlier it marked the Kristallnacht. The intense joy of the present has overshadowed the past. No one in Berlin, or in our own country for that matter, made the connection. That is why I am worried. I wonder: What else will be forgotten?" *Author Elie Wiesel.*

2. "I believe the existence of two German states, independent of each other, is a decisive question of stability in Europe, and that is a decisive question of peace in Europe. . . . Without peace there is nothing." *East German leader Egon Krenz, NEW YORK TIMES.*

3. "Despite all our protestations, . . . we Germans would once again be feared. For our neighbors would gaze at us with justifiable mistrust and from ever-increasing distance, which would very quickly give rise to a renewed sense of isolation and with it the dangerous self-pitying mentality that sees itself surrounded by enemies." *West Berlin author Günter Grass.*

4. "Germany is powerful, and there is economic jealousy, which is understandable. . . . Still, it doesn't change our position, which is that we favor German unity. The fewer problems Germans have between themselves, the fewer they will have with the rest of the world." *TIME.*

5. "Germans should understand the worries of their friendly neighbors." *French Foreign Minister Roland Dumas.*

6. "Soviet people remember well the history, the tragic lessons of the Second World War," said Soviet foreign minister Shevardnadze, calling Kohl's plan for unification "fraught with dangerous consequences."

7. "We take the fears of our neighbors seriously, but we ask them to take our wish to come together in one united fatherland seriously too." *West German Chancellor Helmut Kohl.*

8 "It is an unavoidable process because a country with one tradition and one language has the right to find unity for itself. Nothing can stop such a natural trend. We have to respect this natural urge, this tendency to be a single nation." *Italian writer Umberto Eco.*

9. "In the next decade, a united Germany could be a lifesaver, a source of economic strength and political stability for all the countries of central Europe, and it could continue to be the driving force for the unification of Europe." *NEW YORK TIMES.*

FACT In a January poll, 87% of East Germans and 81% of West Germans wanted unification.

Group Six

As the revolution in the GDR continues, the people uncover some disturbing facts about their country. As a result, many give stronger support to unification, and the exodus to West Germany continues. Why is this a threat to the GDR's existence?

1. "We are not even defending ourselves. We are standing patiently like Jesus turning one cheek and then the other to be slapped. Nobody dares say anything." *East German Communist Party official, NEW YORK TIMES.*

2. "The rot here goes deeper than decaying walls and empty shops. There is also damage to the soul. After decades of Stalinism, East Germans are hardly ready to become free thinkers. . . Classes in Marxism-Leninism are out. But what to teach instead? "The faculty is at a loss," says a journalism student. "After October the dean simply told us to go home. 'Come back when we've figured things out,' he said." *An American journalist in East Germany, NEWSWEEK.*

3. In Weimar, East Germany, a woman pointed out late-afternoon shoppers taking refuge under a scaffold propped up against her crumbling building. "Don't think they're making repairs," she said, "they put it up only after falling stones killed a woman on the street." *NEWSWEEK.*

4. "The receptionist at the town's best hotel says that placing a call across the border takes five hours. An administrator at Weimar's Sophien Hospital reports that a quarter of the staff has left for the West. Doctors and nurses are working double overtime, even subbing as cooks and janitors. 'Everyone's exhausted,' she says. 'It's hard to see how much longer this can go on.'" *NEWSWEEK.*

5. "I contributed thirty-eight years to East Germany—for nothing," Schultz told me. "There is no way I will be a laboratory rabbit for any new experiment." *Lighting the Night.*

6. "Those who left before the Wall came down had ideals—they were leaving for freedom," said Klaus Wiczynski, a diplomatic correspondent at the Berliner Zeitung. "Those who are leaving now leave for crass material reasons, to live in a big apartment and drive around in a big car." *Lighting the Night.*

FACT 1 After the overthrow of the Communist government, a number of lies were discovered about the East German leadership. In Wandlitz, outside East Berlin, East German leaders were provided with maid service, saunas, swimming pools, a solarium, a deer hunting reserve, 15 private jets and many limousines. "They were preaching water and drinking wine," *said an East German pipeline worker. NEW YORK TIMES.*

FACT 2 A third of the GDR's rivers are dead. Air pollution in major cities is 10 to 100 times the safe maximum. *NEWSWEEK.*

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Group Seven

On July 1, 1990, East Germany adopts the West German mark as its currency. This gives East Germans some new spending power. It also places their own economy in direct competition with that of West Germany. What impact does this have on East Germans?

1. As the two Germanys, their currencies now the same, moved closer to unification, the outlook for East Germany's businesses was bleak. As one journalist reported: "Now that East Germany has plunged into the rough-and-tumble free market era, economists say that about one-third of the nation's 7,000 enterprises will go bankrupt quickly, one-third are good bets to survive, and one-third can go either way.

In a high-ceiling six-story factory, the workers were so intent on their swatches of cloth and 15-year-old machines that it seemed hard to imagine that they could work any harder. But many said they would push themselves more, partly to make sure they were not the next to be laid off, and partly to help the factory survive.

"In the command economy, job security was a given," said Jutta Schädler, manager of the 150 workers on the factory's bustling fourth floor. "The layoffs that are part of a market economy are quite unsettling to us." *NEW YORK TIMES.*

2. "We didn't go out on the streets to help end the Communist regime just so we could lose our jobs and be thrown out on the street." *Deputy chairman of the giant East German metal-workers union, NEW YORK TIMES.*

3. "Susann Zielinski, an employee at a garment factory, cheerfully reported that she had already been given notice that she would be losing her job. 'Worried?' asked the 21-year-old. 'Not at all. I'm too young. I know I'll find something. They simply can't let 10,000 people starve.'" *NEW YORK TIMES.*

4. "After spending a joyous Sunday celebrating with her new West German marks, Christine Liebe was back behind her dull gray sewing machine today, and her mood was far from jubilant. 'The big fear is what happens to our jobs,' Miss Liebe said. . . 'We hope the factory survives, but I can't say I'm that confident.'" *NEW YORK TIMES.*

5. "We had too little work for too many people. We'll have to consider what to do with those who have to go." *Wolfgang Jaeger, East German, GERMAN TRIBUNE.*

6. Said an East German farmer: "Most of us don't want to [work alone as farmers]. We have no machines, need new stables and would have to borrow money. By the time everything were paid for and in working order we'd be broke. What is more, each of us is a specialist, trained and with practical experience in his own field only." *GERMAN TRIBUNE.*

FACT 1 Doctors in West Germany earn an average salary of $4,400 per month, in East Germany, $75 per month.

FACT 2 At the huge "Centrum Kauf am Alex" department store on Alexanderplatz in East Berlin, almost entirely restocked with Western goods, the biggest sellers were television and video sets, refrigerators, sports shoes and children's toys. The price of a television set, kept high by the government like all other luxury goods, fell from $3600 to $360.

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Group Eight

The merging of East and West Germany which began after currency union and continued until unification was only the beginning of a very long and expensive process. Why does it look as if this headache will outlast the celebration of November 9?

1. "For me, the Wall was always security. It and the allies made me feel safe. Reunification makes me scared." *Gabrielle Pringnitz, a 33-year-old West Berlin government secretary, NEW YORK TIMES.*

2. "We're second-class citizens, and it won't stop on Oct. 3. It will really start on Oct. 3. We're helpless here. We all studied Russian, and we suddenly need English. I spent 10 years studying economics, and I've had to learn the free-market economy in a three-month crash course." *An East German woman, NEW YORK TIMES.*

3. ". . . But even when East German prices are competitive, it doesn't seem to matter. 'I'll tell you exactly why,' said Rosamarie Gehse, manager of a state-owned poultry farm and retail outlet in Ketzin, less than an hour's drive West of Berlin. 'We have only a couple of shops in a little town like this. There was never any need for more shops with the old system. Now people want a big choice, and there's no supply here. So they go to West Berlin. . . . 'We always had fixed incomes here. You got your salary regardless of whether the firm was half-bankrupt or not. Now we have freedom—we can travel anywhere—but our people didn't realize what Westerners meant when they said prices could vary. We didn't realize that our income could go down.'. . ." *WASHINGTON POST.*

4. "They think that because they haven't had anything for 40 years they can demand it all now. They want to have everything in one day if possible. You just want to say to them, you can't be lazy and stand around here, you have to build up your country and not rely on the West so much." *A West German jewelry clerk, NEW YORK TIMES.*

5. "A lot of zonies [East Germans] come over here, and we're slowly getting used to them. It takes time to get used to their Saxon dialect. It's like a foreign country there. . ." *A West German woman who lives near the border with the GDR, NEW YORK TIMES.*

6. "I don't see why we have to be united. I have an uneasy feeling, an oppressive feeling. I can't celebrate with you on Oct. 3," *Camilla Spira, a West German Jewish Actress, NEW YORK TIMES.*

7. "I expected it to be difficult, but not this difficult. In East Germany, I was the boss of 600 people. At the beginning here, I was treated as an apprentice. One just has to persevere. . . I might as well have had a sign saying 'resettler' hanging from my neck. . . . By and large, the people who came over had faith in themselves and a great willingness to work. Some haven't done well, some have even gone back. But those who wanted to make it have made it here." *A former East German clothes manufacturer, NEW YORK TIMES.*

FACT "In the eight weeks since the two Germanys merged their economies, East German farmers have clanged for attention by dumping milk onto the streets of Berlin, slaughtering unsold pigs in public squares, delivering cow dung to the front door of parliament and pelting the agricultural ministers with tomatoes. . . . *WASHINGTON POST.*

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Group Nine

On October 3, 1990, Germany is unified as the Federal Republic of Germany. Are there any regrets about the way it was done? What opportunities might arise out of unification?

1. "In a few moments the German Democratic Republic accedes to the Federal Republic of Germany. With that, we Germans achieve unity in freedom. It is an hour of great joy. It is the end of many illusions. It is a farewell without tears." *East German Prime Minister Lothar de Maziere, NEW YORK TIMES.*

2. "We Germans are uniting in happiness and gratitude, not in nationalistic exuberance. On such an occasion the bright and dark chapters of our history are a cause for reflection, reflection on what was done in Germany's name. That will not be repeated. We commemorate all victims of the war and totalitarianism. As we Germans unite, we are conscious of our special responsibility in relation to the Jewish people." *West German Foreign Minister Hans Dietrich Genscher, NEW YORK TIMES.*

3. "What we expect is not a land flowing with milk and honey, but a land in which we can develop our talents, a land of justice, a land of sharing in solidarity." *President of the disbanded East German parliament, NEW YORK TIMES.*

4. "But there are positive things, things we could learn from the East. Like their use of language. They try to tell the truth. They are not like our politicians, used to issuing empty phrases or outright lying. We have learned to look behind the words to turn them over and examine the meaning. But in the East they are more sincere, more honest and it is like a fresh wind." *Ute Lemper, West German actress, NEW YORK TIMES.*

5. "The economic power groups, business and the banks have had the say and they are determined to make a carbon copy there of what we have here. All our ecological, environmental and yes, social concerns are being overwhelmed and there will be no chance to correct the many mistakes we have made here. They will just be repeated in the East." *Petra Kelly, founder of the West German Green Party, NEW YORK TIMES.*

6. "Berlin will become the new commercial hub of central Europe." *Director, Deutsche Bank Berlin, NEWSWEEK.*

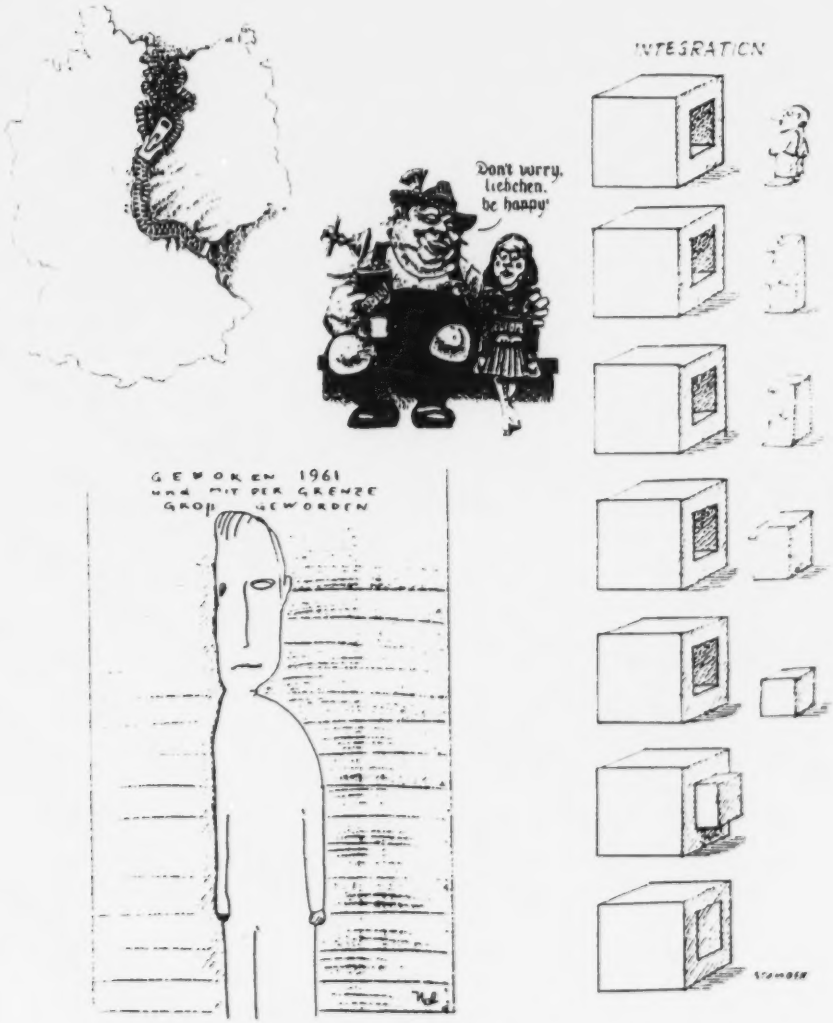
7. "The danger is that Berlin will become what it was in the 20s—culturally the most vibrant and exciting city in Europe, but economically a disaster." *Stobbe, former mayor of Berlin, NEWSWEEK.*

8. "Democratic change in Eastern Europe will have lasting changes for Berlin, where East and West can now meet again—culturally, politically and economically. Now that the Wall has been breached the city has regained the advantage of its geographical location. No longer on the outskirts of Western Europe, it is back at the heart of democratic Europe. Surrounding markets are waiting to be opened up, companies are keen to move to the city. A stone's throw from Eastern *and* Western Europe, Berlin's location is unique. It is a fitting location for European institutions . . . It reflects German history in all its contradictions and represents the future of a reunited Germany, being where the two parts of the country are literally being reunited. *GERMAN TRIBUNE.*

Unification

Use these cartoons together with the following statement to think about German unification.

1. "The GDR cannot recover on its own. Only a quick blood transfusion can save it. That would be less painful than a long recovery. . . " *Süddeutsche Zeitung, June 19, 1990.*



"Born 1961 and raised with the border"

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Pre-test: Germany and Europe

Answer the following either True or False.

1. ( ) The occupying forces built the Berlin Wall as a military precaution against a potential Soviet attack.

2. ( ) The addition of East Germany to West Germany has made Germany the largest country in Europe.

3. ( ) East Germany's economy was marred by severe inefficiencies, a result of its command-style planned economic system.

4. ( ) Until the unification of Germany, West Berlin was occupied by French, British, and American forces, and East Berlin was occupied by Soviet forces.

Agree or Disagree with the following questions, and write a brief explanation of your response.

5. Germany's division was the price the country paid for the damage it caused in World War II. The country should not have been unified.

6. German unification had to occur in order for Europe to finally unify.

7. Berlin was the obvious choice for the capital of Germany; it could help European integration by serving as a bridge between East and West.

8. After the fall of the Wall, unification had to occur speedily, to stop the flood of East German refugees.

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9. German unification may have been welcomed by the majority of Germans in 1990, but it is likely to cause many problems in the years ahead.

The following are short-answer essay questions.

10. What were some causes of the division of Germany?

11. What are some examples of the conflicts that afflicted Germans, and Berliners in particular?

12. What brought about the end of the Berlin Wall?

13. What were some of the differences between the two Germanys that will continue to separate Germans and make unification a long and difficult process?

14. What is happening in Europe today?

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Pre-test: Answer Key

The following are True/False questions .

1. ( ) The occupying forces built the Berlin Wall as a military precaution against a potential Soviet attack. **False** *The Berlin Wall was constructed on August 13, 1961, by the East German government to stem the flow of refugees from the GDR into West Germany.*

2. ( ) The addition of East Germany to West Germany has made Germany the largest country in Europe. **True**

3. ( ) East Germany's economy was marred by severe inefficiencies, a result of its command-style planned economic system. **True**

4. ( ) Until the unification of Germany, West Berlin was occupied by French, British, and American forces, and East Berlin was occupied by Soviet forces. **True**

Agree or Disagree with the following questions, and write a brief explanation of your response.

5. Germany's division was the price the country paid for the damage it caused in World War II. The country should not have been unified.
The Allies had not actually intended to divide Germany at the end of the war, although many countries appeared content with division when it finally occurred.

6. German unification had to occur in order for Europe to finally unify.
For many, Germany's unification was the logical end to the Cold War and the prerequisite for both European integration and a new era in European and East-West relations.

7. Berlin was the obvious choice for the capital of Germany; it could help European integration by serving as a bridge between East and West.
Berlin was suggested as the natural capital of a unified Germany. It was closer to the East and would help Germany's role in the future integration of Eastern and Western Europe. Some people argued that Bonn, however, was a more appropriate choice due to its proximity to France and the rest of Western Europe.

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8. After the fall of the Wall, unification had to occur speedily, otherwise West Germany would have been unable to stop the flood of East German refugees.
Unification seemed inevitable as soon as the East-West German border was opened. The promise of unification was an incentive for many East Germans to stay at home. A significant number of those who initially left for West Germany ulitimately returned.

9. German unification may have been welcomed by the majority of Germans in 1990, but it is likely to cause many problems in the years ahead.
The West German government underestimated the costs of unification, and if West Germany had not been as wealthy a nation as it was, the process may have become extremely difficult.

The following are short-answer essay questions.

10. What were some causes of the division of Germany? *(Cold War rivalry between occupying powers; currency reform; Berlin blockade; differences between capitalism and communism.)*

11. What are some examples of the conflicts that afflicted Germans, and Berliners in particular? *(First and Second World War; Berlin blockade; Division; Cold War; Berlin Wall.)*

12. What brought about the end of the Berlin Wall, and who were the US and Soviet Presidents at the time? *(The flood of East Germans through Czechoslovakia and Hungary and large-scale East German anti-government demonstrations caused the new East German leadership to open the East-West German border in November of 1989. The East German government was no longer able to maintain the restrictions on travel. The US President was George Bush and the Soviet President was Mikhail Gorbachev.)*

13. What were some of the differences between the two Germanys that will continue to separate Germans and make unification a long and difficult process? *(Familiarity with democracy; differences betweentheir political systems; living standards; differences in unemployment security, subsidization of education, health, rent, and basic goods; attitudes towards guest workers and minority groups in general.)*

14. What is happening to Europe today?

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Berlin: 1918 - 1938

Nov. 3, 1918	Sailors mutiny in the port city of Kiel, beginning the November revolution.
Nov. 9, 1918	Kaiser Wilhelm II abdicates, ending the Second German Reich. Germany becomes a Republic.
Nov. 11, 1918	Germany signs an armistice with the Allies, ending World War I.
Nov., 1918	The "Club Dada" is founded in Berlin.
June 28, 1919	Germany signs the Treaty of Versailles. It is disarmed and forced to pay the victors heavy war reparations. Germany also loses Alsace-Lorraine, parts of eastern Prussia, the Rhineland, and all overseas colonies.
March, 1920	A right-wing coup attempt in Berlin, known as the Kapp putsch, fails.
Jan., 1923	French troops occupy the Ruhr to enforce the delivery of war reparations.
Nov., 1923	The great inflation reaches its peak with the dollar at 4.2 trillion marks in value.
Nov. 9, 1923	Adolf Hitler, a leader of the National Socialist German Worker's Party (NSDAP) or Nazi Party, and a group of followers attempt a coup in Munich.
Dec., 1926	Fritz Lang's film, *Metropolis*, opens in Berlin.
Aug. 31, 1928	Berthold Brecht's play, *The Three Penny Opera*, opens in Berlin.
Oct. 24, 1929	Black Friday. The crash of the New York stock exchange marks the beginning of the Great Depression. By 1932, there are over 6 million unemployed in Germany (636,000 in Berlin—more than during the great inflation period of 1923).
Jan. 30, 1933	German President Paul von Hindenburg makes Adolf Hitler, leader of the Nazi Party, Chancellor of Germany.
Feb. 27, 1933	The Reichstag, or parliament, catches fire in Berlin. Nazi thugs round up and jail 4,000 Communist Party members. Hitler uses the fire as an excuse to assume emergency powers.
Mar. 5, 1933	In the last democratic German elections until 1946, the Nazi Party receives 43.8%.
Mar. 20, 1933	The first boycotts of Jewish shops take place.
March, 1935	The Saarland (formerly overseen by the League of Nations) votes to join Germany.
March, 1936	Germany occupies the Rhineland (German but demilitarized).
Aug., 1936	Berlin hosts the summer Olympic Games and Hitler uses the event to show off Berlin and Germany's "superiority." The black American athlete Jesse Owens wins four gold medals.
1937	Berlin celebrates its 700th anniversary. Nazi architects plan for the city to eventually hold 10 million, making Berlin "the capitol of Europe, the most powerful on earth."
Mar. 13, 1938	In a move known as the *Anschluss* ("union"), Germany annexes Austria.
Sep., 29, 1938	In the Munich Pact, Italy, France, and Great Britain allow Hitler to annex the Sudetenland without consulting Czechoslovakia. Hitler vows not to take more.
Nov. 9, 1938	Kristallnacht ("night of the broken glass"). In Berlin alone, 40 Jewish synagogues are ransacked. Jewish shops, schools and offices are destroyed. On the following day, 12,000 Jewish men are sent to a concentration camp.
Mar. 15 , 1939	Germany invades and dismembers Czechoslovakia.
May 1939	About 75,000 Jews continue to live in Berlin. About 5,000 live in secrecy, aided by as many as 20,000 Berliners.
Sep. 1, 1939	Germany invades Poland. On Sep. 3, Great Britain and France declare war.
May, 1940	Germany takes Alsace-Lorraine when it crosses the Maginot line.

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Chronology: Berlin 1961 - May, 1989

Aug. 13, 1961	East Germany uses troops and barbed wire in the first phase of the construction of a 103-mile wall that will enclose West Berlin until November 1989.
Aug. 23, 1961	The East German Ministry of State denies West Berliners access to the eastern part of the city (mainly to prevent West Berliners from aiding any other potential escapees).
Dec. 17, 1963	The West Berlin Senate and the East German ministry of state reach an agreement allowing West Berliners to visit to relatives and friends in East Berlin for the first time since the erection of the Wall.
Sep. 4, 1964	The Ministry of State of the GDR gives pensioners the right to visit and travel to the Federal Republic and West Berlin.
May 5, 1965	Through a decision of the International Olympic Committee, the two Germanys will have separate olympic teams competing in the 1968 Olympic Games.
Oct. 28, 1969	Chancellor Willy Brandt openly declares the willingness of his government to begin negotiations with the German Democratic Republic to improve their relations. It marks an acceleration of West Germany's new "Ostpolitik" foreign policy.
Aug. 12, 1970	Brandt signs the Moscow Treaty, in which the Federal Republic commits itself not to use force to change the political status quo in Eastern Europe. Following the Moscow Treaty, Brandt travels to Warsaw, where he signs an agreement promising Poland that the Federal Republic will not attempt to forcibly regain the German territories ceded to Poland at Potsdam.
Mar. 19, 1970	Meeting between Chancellor Brandt and GDR President Willi Stoph in Erfurt, East Germany. It marks the first time that the leaders from the two Germanys have met on German soil.
Jan. 31, 1971	Resumption of telephone service between East and West Berlin.
Dec., 1972	The two Germanys sign the Basic Treaty in which both sides recognize each other officially for the first time.
Sep., 1973	Both Germanys are admitted to the United Nations.
Dec., 1979	NATO announces the dual-track decision to deploy medium and intermediate-range nuclear missiles in the Federal Republic.
Dec. 11-13, 1981	Chancellor Helmut Schmidt becomes the second West German head of state to visit East Germany; he meets East German General Secretary Erich Honecker in East Berlin, where they sign an agreement to better neighborly relations between the two Germanys.
Nov. 30, 1984	The GDR removes all automatic-firing devices along the East-West German borders (including the Berlin Wall).
Sep. 7, 1987	Erich Honecker, leader of East Germany since Walter Ulbricht's ouster in 1971, becomes the first East German head of state to visit the Federal Republic.
May, 1989	Hungary begins dismantling the electric barbed-wire fences along the Austro-Hungarian border.
May 7, 1989	East German elections. The National Front, which includes the Communist Party, gets 98.5 per cent of the vote. Many in the church-protected opposition claim there is widespread election fraud.

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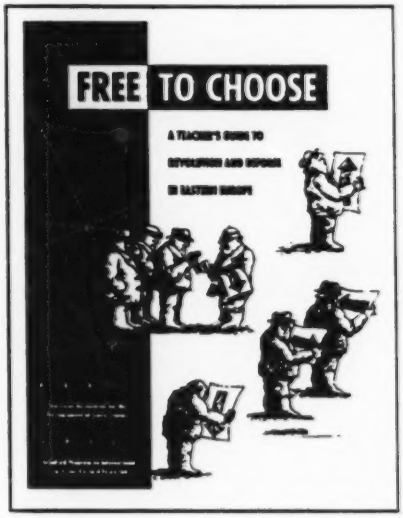

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